

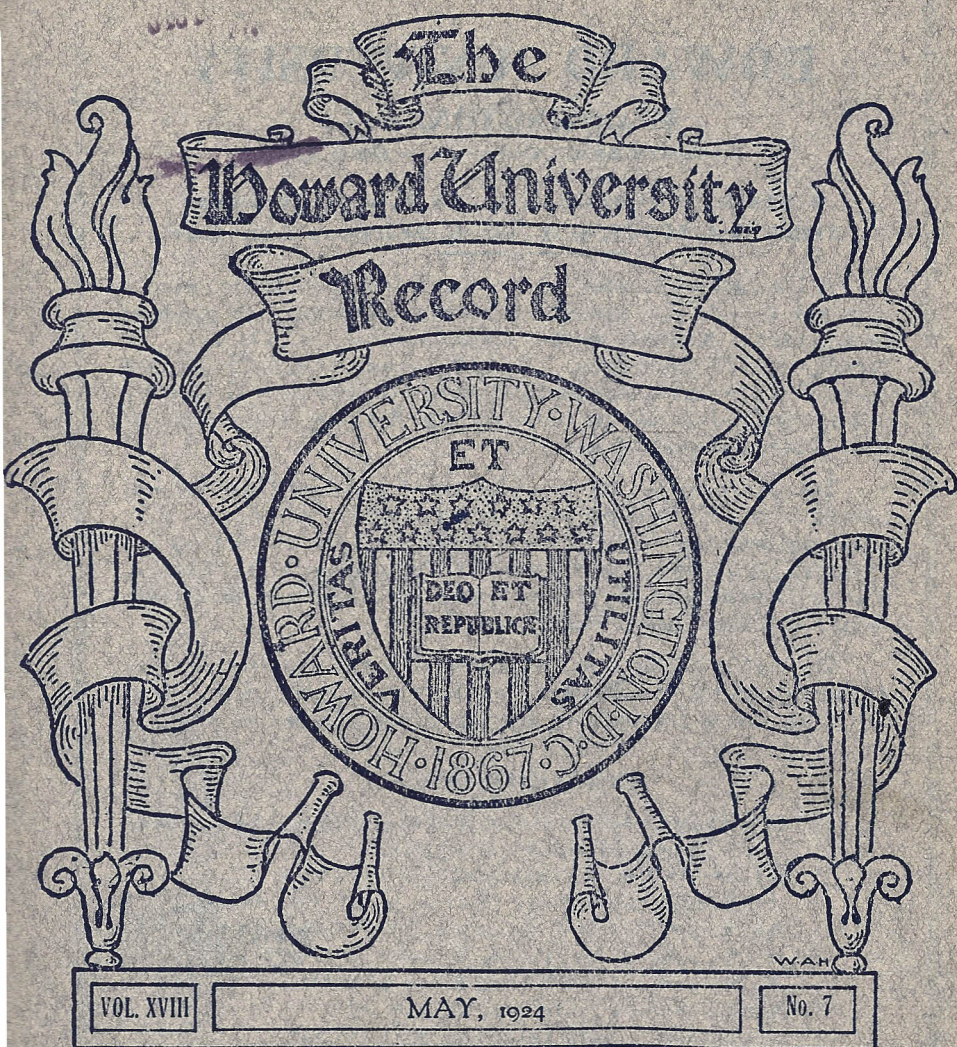
HURecord, Vol. 18, No. 7

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Editorials

The Nature and Method of Religion

Ancestral Atmosphere

Education in the Nation's Capital

The Reserve Officers' Training Corps at Howard University

The Association of Colleges for Negro Youth

Of Interest to Howard Alumni

University Notes

Undergraduate Life

Of General Interest

Counterweights

HOWARD UNIVERSITY

WASHINGTON, D. C.

Founded by GENERAL O. O. HOWARD

J. STANLEY DURKEE, A. M., Ph.D., D. D., President

EMMETT J. SCOTT, A. M., LL. D., Secretary-Treasurer

A University located at the Capital of the Nation, with a campus of twenty acres. Modern scientific and general equipment. A plant worth approximately \$1,500,000. A faculty of 135 members. A student body [1922-23] of 2054 from 37 different states and 10 foreign countries. Generally acknowledged to be the outstanding National University of the Colored People of America.

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Contributions may be sent to J. Stanley Durkee, President
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an institution incorporated by Special Act of Congress, and
located at Washington, D. C., the sum of



HENRY CAVENDISH

1731-1810

English chemist and physicist, of whom Biot said, "He was the richest of the learned and the most learned of the rich." His last great achievement was his famous experiment to determine the density of the earth.

He first made water from gases

Henry Cavendish, an eccentric millionaire recluse, who devoted his life to research, was the discoverer of the H and the O in H_2O . In fact he first told the Royal Society of the existence of hydrogen.

He found what water was by making it himself, and so became one of the first of the synthetic chemists.

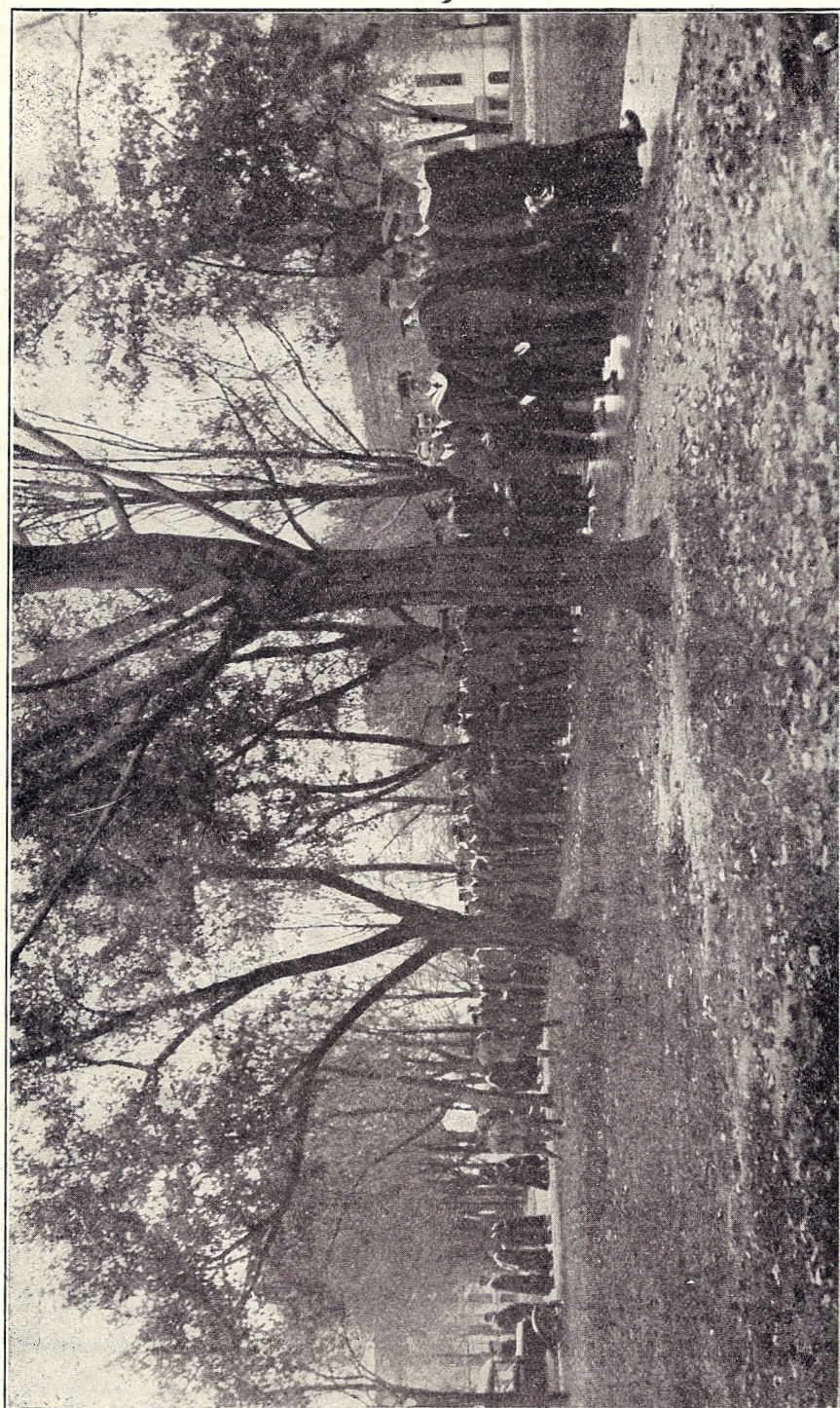
Cavendish concluded that the atmosphere contained elements then unknown. His conclusion has been verified by the discovery of argon and other gases.

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COMMENCEMENT ACADEMIC PROCESSION

THE HOWARD UNIVERSITY RECORD

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VOL. XVIII

MAY, 1924

No. 7

Editorials

THE ANNUAL CALL TO COMMENCEMENT—COME BACK HOME.

SUMMER draws near, and with it the day when your Alma Mater shall send forth into the world another group of young men and women to take their places beside the thousands of others already rendering a noble service to humanity. As the days grow warmer the familiar sight of cap and gown on the campus brings back memories. The days have flown swiftly since you left her fold, and probably only a faint impression remains of her verdant campus, her shady trees, and her sedate buildings nestling in their ivy bowers. Even that gray, majestic building, crowning the crest of a hill, and overshadowing a great city, may have been forgotten. Perhaps you have never seen her at night, ablaze with many lights; or in the morning, blending with the first streaks of the misty dawn.

But some scenes will ever remain in mind,—those for which you have often yearned to see again. You recall the first day that you set foot upon her undefiled soil. Everything was cold and uninviting then. After that came new friends, whose amity you cherish to this day. The years passed swiftly, and you learned to love and to sympathize; you called it Alma Mater. The last few days were as gold; you can not soon forget that solemn procession as you realized that it was the end. But there were friends as dear as life itself who would be left behind.

Another Commencement approaches, and again your Alma Mater calls. Once more her campus is green, and her trees shady and inviting. Once more men and women in black gowns gather, and prepare to leave her fold. The same gray building dominates the hill top, proud, but serenely beautiful in its austerity. From its commanding position it beckons you from afar to return once more; to renew those precious friendships; to live again those often longed for days.

Let her not call in vain, and you not forget your solemn obligation. You are a living part of a great institution, and it is the spirit behind this institution that will gather together again its loyal sons and daughters.

H. P. K.

WORLD MIND—NEED OF NEGRO.

PROFESSOR KELLY MILLER, dean of the Junior College, has for a number of years been a weekly contributor to the Negro press on topics concerning the varied factors which enter into the composition of the so-called Negro problem as it has developed, not only in the United States of America, but in other parts of the world as well. Many of these contributions indicate a discerning observation as well as an alertness of vision which show no small degree of study of social conditions and of appreciation of social values.

Among the note-worthy contributions of this nature may be easily included what might be styled an editorial, released to the Negro press for publication during the week ending March 22, 1924. In this editorial which bears the caption, "*The Negro Mind and Need of World Mind*," Professor Miller points out the vital need of broadening the higher education of the Negro, which he regards at present as tending to narrowness and provincialism, to include a preparation and training which will enable the Negro student to cultivate a world mind. In this way the more capable students of the Negro group would be supplied with adequate equipment to study and to understand the white world in its relation to the non-white world. This might be effected, according to Mr. Miller's view, through an organized effort on the part of Negro colleges or some other capable agencies to establish a fund by which many of the brighter Negro students of this country "should be sent not only to the universities of Europe but to South America, Japan, China and Egypt, and should saturate their minds with what is going on in the minds of the world."

This proposition of Dean Miller seems so fundamentally sound and appealing that we are reproducing it in full. It follows:

"The Negro mind is for the most part narrow and provincial. It lacks cosmopolitan comprehension and breadth.

It is but natural that a people who are shut into themselves and their own problems would become more or less indifferent to things outside of their little world. But we must begin to look beyond our limited racial horizon. Our own problems must be viewed in the light of world perspective.

The Negro is most deeply concerned in the attitude of the United States towards the non-white peoples of the world. We are coming into wider and wider contact with the darker element of the human race. The Sandwich Islands, Porto Rico, the Philippine Islands, the Virgin Islands, Hayti and Santo Domingo have come in a more or less effective form under the dominion of our government.

To all intents and purposes, America has become a colonial power. The character of our government is bound to be profoundly affected by this expansive policy.

Our constitution is founded upon the basis of equality. The colonial

policy, in the very nature of the case, is based upon inequality.

It does not seem likely that our government will deal with the non-white peoples at home and abroad by markedly different formulas.

The educated Negro must needs cultivate a world mind. His vision must at least include all non-white peoples of African derivation. South America, the West Indies, Africa and the scattered fragments of his mother blood now distributed over the face of the earth constitute the universe of his intimate and immediate interest.

He must study and understand the white world in its relation to the non-white world. Some time ago I made a suggestion which I now repeat, that the race must find and finance some agency for the foreign travel and study of our choicest youth in the various countries and universities whereby they may gain an intimate understanding of what is going on in the world.

This observation and study should be sifted through the sieve of their own understanding and the result applied to our own racial situation.

Young Negro scholars should be sent not only to the universities of Europe, but to South America, Japan, China and Egypt, and should saturate their minds with what is going on in the minds of the world. This is the only way in which the race can keep abreast of things. The Japanese use this method with telling effect. In the early nineties the Slater Foundation under the direction of ex-President Hayes, made provision for Dr. Du Bois to continue his studies in Europe. Dr. Alain Leroy Locke, of the Rhodes Scholarship fame, has traveled and studied race relations in Europe and Africa.

Such sporadic instances should be organized and reduced to a system by Negro colleges and other agencies devoted to the higher life of the race. I am making this suggestion to stimulate higher educational life of the race which is now flagging for want of keenness or zest and freshness of inspiration."

C

SUMMER SESSION OF HOWARD UNIVERSITY.

On June 25, 1923, Howard University inaugurated a Summer Session.

It was conducted in full accordance with the usual regulations governing admission, hours, attendance, scholarship, amount of work, and credit towards graduation.

The courses were given wholly by the regular instructors of the University, and were the same in content, method, and credit value as when given in other parts of the school year. There was no secondary work of any kind. A graduate course was offered by the Department of History.

The students represented eighteen States and the District of Columbia. They were of an advanced type. An unusually high percentage (about ten

per cent) were college or professional graduates. About eight per cent completed during the summer the requirements for the baccalaureate degree. Many were normal school graduates. Only eight were directly from the high school.

The session proceeded quietly and intensively. No attempt was made to engage in extracurriculum activities. The students came to know that their efforts during this first summer would be confined to class work of the highest possible quality and that social and other features would naturally be added as the summer work developed. The calendar afforded ample time to make all courses thorough and complete. The first Summer Session proved a most satisfactory beginning.

Because of financial stringency, it is not yet possible to establish a summer session which may properly be called the summer quarter. Even the ten-week plan of 1923 has been modified so that the session of 1924 will cover only eight weeks. It is the hope of the University, however, to be able in the very near future to put into operation a plan of summer work which will properly be designated the summer quarter.

The summer work at Howard will no doubt be welcomed eagerly by many ambitious persons. It will appeal strongly to the student who is anxious to secure his college training in a shorter time than the traditional four years. It will mean much to the teacher who wishes to do additional study for the sake of his professional or general advancement. It will afford opportunities to others to keep in touch with the academic life for purposes of general culture or specific training.

The unique position that Howard University occupies among the colored educational institutions of the country, together with other considerations, seems to justify the belief that the summer work at Howard is destined to become of far-reaching consequence.

Special Articles

THE NATURE AND METHOD OF RELIGION.*

BY WILLIAM C. GORDON

Professor of Homiletics and Psychology of Religion.

HERE in the chapel we recently listened with great interest to the report of the Negro Sanhedrin Conference held in Chicago a short time ago. One paragraph of the report of the Committee on Findings and Permanent Results deals with religion. Let me quote one sentence from that paragraph. It says: "We conceive our mission to be morally spiritual and believe that the Christian Religion is not only a program for the salvation of the individual, but for the salvation of society, and that the application of its teachings to social, industrial, family and civic relations is the basis of a practical solution of race problems and differences."

If the splendid men of the Negro race who formulated and unanimously adopted that report knew what they were talking about, then it is tremendously important that you and I understand and master the nature and method of that "Christian Religion." In this way alone can we intelligently and efficiently aid the race in the accomplishment of that mission which the report so clearly defines.

We know perfectly well that this statement is wholly in accord with the message which history proclaims.. A distinguished student of society in a book published last year declares: "We have no record of a civilization which long endured which did not have this religious setting for its 'mores'; nor of any which endured long after this setting was dissolved."

The same eminent authority further shows that this truth is demonstrated not merely by a study of the civilization of the past, but also by a study of the fundamental laws of human nature and of human society. It not only may be so. It *must* be so. Our highest ambitions for the Negro race will be realized through religion or they will not be realized at all. That is the conclusion which is forced upon us by the history of races and nations, by our knowledge of those great basic laws of progress which apply equally to all peoples and to all times.

When we speak of religion, of course we mean the real thing. We do not forget that almost every religion resembles every other in certain features. We are not blind to the merits of Buddhism and Mohammedanism and Shintoism and the rest. That does not concern us now. Still

* This lecture was delivered as one in the series of Freshman Lectures for 1923-'24.

further, there are certain customs and observances of which some people seem to think religion consists which are *not* the vital part of religion at all. Sacraments, rituals, creeds, ceremonies, are or ought to be aids to religion, but they do not constitute the Christian religion. "Faith" in religion is exactly what faith is in science. It is not credulity. It is not gullibility. It is not swallowing a lot of stuff whose only sanction is tradition. Faith in religion is just what Paul said it is. It is *evidence*, evidence of things not seen." The scientist sees the apple fall from the tree and by faith based upon that evidence concludes that the law of gravitation is operative in all the vast universe which he can not even see. In religion you learn that righteousness exalts a man or a nation while sin degrades and destroys. With that evidence upon which to base your faith you conclude that that law is over every man and every woman everywhere. With the poet Whittier, you

"guess from blessings known
Of greater out of sight."

That, as I understand it, was—*is* the religion of Jesus. It is that religion with which you and I are dealing today. We are not concerned with forms or ceremonies or "frills" of any sort. We want to know the nature and method of the religion of Jesus, the religion which has wrought marvels for individuals and peoples in the past and which is the hope of the redemption of the world.

We need not waste time rehearsing definitions of religion. There are multitudes of them. John Morley speaks of ten thousand definitions of religion. As a work of necessity and of mercy I shall omit 9,999 of these and call your attention to only one, which it seems to me is worth considering and remembering. I should like to give you this brief definition of religion for which I am indebted to Professor Bailey of the University of Pittsburgh, and then suggest to you four words which embody the vital elements in the religion of Jesus. Professor Bailey defines religion as "the adjustment of life to spiritual ideals." It would be very easy for any one of us to criticize this definition. We may frankly recognize its inadequacy and at the same time use it for what it is worth. This definition suggests, even if in a slightly Browningsque fashion, the nature and the method of true religion.

The first of the four words which, I hope, may help to make clear the elements included in this definition is the word "search." Professor Ellwood, quoted above, says again that "All human history, in one sense, indeed, has been a search for a rational and social religion." (Reconstruction of Religion, p. 35.) The statement is *profoundly* true, though *superficially* it may seem to be false. The peoples of whom we read in the records we have inherited from the past did not always seem to be seeking a religion of any kind. They were ambitious for power. They sought to extend their boundaries and to bring other tribes under their sway.

They kept seeking for something which they did not possess. We do not need to go farther back in the years than the World War to find one of the best illustrations of this fact that all history affords. In August, 1914, Germany had attained much. Largely through the efforts of Bismarck national unity had been gained. She had a prosperous country, successful industries, thriving colonies, abundant wealth, schools and universities which attracted students from distant lands. Germany had achieved much but she was still a seeker. She aspired after world dominion. Like the great nations of the past she was on the search for something she did not possess.

We do not call that religion. Of course not. Not until we ask *why* Germany sought to become master of the world do we see that this, that we are saying, has any connection with our subject. With all her wonderful achievements Germany believed she had not attained her ideal. There was a hill top beyond her which she aspired to climb. She sought reality, the grandest reality, and to her world sovereignty seemed the real thing.

Her ideal seems to us crass, crude, cruel, contemptible. But that great nation was on the search for an ideal. That is the point. If she had sought to serve the world, to redeem the world as earnestly as she fought to enslave the world—that would have been magnificent. The search would have been splendid if she had only seen that brotherhood and service, not selfish dominion, constitute the great, the true ideal.

The search is the first essential in the religion of Jesus. It is not all of religion. It is a part of it because it is a part of life. You are here at this University because you are on the search. You came here because you wanted something you did not possess. You came here to find it. That is what all life is. Some of our finest literature is simply the beautiful, rhythmic portrayal of this search. Tennyson took this idea and embodied it in the search for the Holy Grail. "The Other Wise Man," by Henry Van Dyke, so finely presented to us last Christmas, is the story of this search. Now religion takes this instinct, this passion for search and directs it to the highest ends. Religion says: "Search for the pearl of great price, the treasure that is worth while, that thieves can not steal, that rust can not spoil. Seek those things which are above." Did not Jesus himself say, "*Seek*—first the kingdom of God, and righteousness."

Our second word is "discovery." Centuries ago a great religious leader said, "Seek and ye shall find." That is not an arbitrary statement. That is a law of life. You may not find exactly the same thing which your classmate finds, but you will find something that is worth while. You may not view what you find exactly as your neighbor sees it, but you will actually see it in some of its relations. The Other Wise Man always finds his king.

It may be that the first results of the search will be negative. You and

I may have to learn that things are not always what they seem. We may have to be taught that money and fame and position and pleasure are after all not the real things in life. A few years ago I heard an address by a prominent business man at a Y. M. C. A. banquet. He was in the very prime of life. He had amassed great wealth in a lucrative and honorable business. He had achieved a certain fame. His name and his picture had appeared on the front page of some of the great metropolitan dailies. He had gained political preferment which many envied. He referred in his address to all of these things which had come to him in life, then looked around upon that company about the banquet tables and said "Young men, I have had it all, all that men look upon as most to be desired, wealth, fame, position, applause, and I want to tell you that there is nothing in it, there is absolutely nothing in it." I have never forgotten the almost fierce emphasis with which he uttered these words. If he had been defeated and soured we should have considered *that* the explanation of his words. But we knew him to be what people called an eminently successful man. That negative discovery was one of the results of his search. Then he told us of his positive discovery of the joy of giving one's life in sacrificial service of fellowmen.

Sometimes we are so bewildered by our philosophies, by the false interpretations of science, by jarring creeds and discordant theories that we forget the great, the eternal truths which we have actually discovered. In fine, strong lines, Washington Gladden, the journalist, the scholar, the statesman, the practical man of affairs, tells us what he has discovered, what he actually knows. He says:

I know that right is right,
That it is not good to lie;
That love is better than spite,
And a neighbor than a spy.
I know that passion needs
The leash of a sober mind;
I know that generous deeds
Some sure reward will find;
That the rulers must obey;
That the givers must increase;
That Duty lights the way
For the beautiful feet of Peace.
In the darkest night of the year,
When the stars have all gone out,
That courage is better than fear,
That faith is better than doubt.
And fierce though the fiends may fight,
And long though the angels hide—

I know that truth and right
 Have the universe on their side;
 And that somewhere beyond the stars
 Is a love that is better than fate;
 When the night unlocks her bars
 I shall see Him—and I will wait.

Those are wonderful discoveries, but how simple, how fundamental they are! Not one of them is beyond you or me. The discovery of such fundamental truths, of such splendid ideals, makes the search gloriously worth while.

The third word is *adjustment*, the key word in our definition. Search, discovery, adjustment, that is the natural, necessary order. Neither search nor discovery, nor both together, can adequately define the nature and method of the religion of Jesus. Religion insists that a man must adjust his thinking and his living to the spiritual ideal which he has discovered. The man who thinks that is an easy matter is the man who has not tried it. It is an exceedingly difficult thing to change a habit of thought, a way of looking at people and problems. If for a number of years you have been accustomed to look upon the Chinaman or the Italian who comes to our shores as an interloper, an alien, an inferior type of a human animal, you will have to put yourself to school to learn to *think* of him as a brother. If you believe that God has made of one blood all nations of the earth, if you have clearly seen Christ's great ideal of brotherhood, then your religion demands that you adjust your thinking to that splendid spiritual ideal. You must *think* brotherhood before you can live brotherhood. No man has anything which deserves to be called religion unless he is adjusting his thinking and his actions, his whole life to the highest spiritual ideal of which he has caught a vision.

Right here and nowhere else under heaven is the solution of our inter-racial difficulties. The pronouncement of the Sanhedrin Conference on this subject is absolutely right. When we get our thinking and our living adjusted to spiritual ideals (they are not so adjusted now), prejudice, false traditions and racial hatreds will be banished to the hell from which they came.

I can not take time to speak of what this adjustment to spiritual ideals would mean in industry. It would mean transformation. It is coming just as surely as the world stands. We are coming to a different conception of war because we are at least beginning to adjust our thought of war to a higher spiritual ideal. The glories of war do not appeal to us as they did once. We know now that prancing steeds and brass bands and gleaming rifles do not tell the whole story. Now, when war is mentioned, we see devastated lands, sorrowing homes, broken-hearted wives and sisters and mothers, and tens of thousands of wooden crosses. We see that war is

a direct, a cruel, a barbarous violation of human brotherhood of which we have caught a vision. We demand that the national life shall adjust itself to that splendid spiritual ideal. That is the nature and method of religion.

The fourth word is *adventure*. Let no one imagine that it will cost nothing to adjust life to these spiritual ideals. Religion does not tell us what it will cost any one to make that adjustment. It may cost you only effort and sacrifice and strenuous days. It may cost you your life. That is the splendid adventure. If you knew just the price you would have to pay, then it would be merely a bargain. As it is you do *not* know, it is an adventure.

What a magnificent adventure it is to which religion calls! Did you notice carefully the lines quoted from Washington Gladden:

And fierce though the fiends may fight,
And long though the angels hide,
I know that Truth and Right
Have the universe on their side.

It is a great thing to know that God and the universe are on the side of truth and right. It is a great thing to take your stand with truth and right, knowing they will win in the end, but not knowing *when* the victory will come and not knowing *what* it will cost you to take that stand.

Garrison believed in freedom as a great spiritual ideal. He sought to adjust his life and the life of the nation to that ideal. It was a great adventure in those days.

Donald Hankey says religion is just betting your life there is a God. Garrison bet his life there is a God whose law is freedom. He "took a chance" on that law of freedom and the God who was its creator. Mobs destroyed his property, pelted him with missiles, put a rope around his neck and dragged him through the street. That was a splendid adventure.

That was *his* adventure. It will not be yours or mine. If we stand always and everywhere for truth and right, if we adjust our thinking and our living to our spiritual ideals we shall have our own adventure. That, too, will be magnificent. That saying of ex-President Roosevelt's which was recently posted on our bulletin board has true religion at its heart. "Aggressive fighting for the right is the noblest sport the world affords." To my mind Browning gave a fine picture of the man who is the embodiment of this religion when he spoke of

"One who never turned his back but marched breast forward,
Never doubted clouds would break,
Never dreamed, though right were worsted, wrong would triumph,
Held we fall to rise, are baffled to fight better, sleep to wake."

Religion, I say, is the adjustment of life to spiritual ideals. It demands honest and earnest *search* for truth. That search is sure to result in *discovery* of eternal realities. It calls for the *adjustment* of life, of all life, to these spiritual realities and the *adventure* which dares in the realization of these individual and social ideals. This, as I understand it, while not a technically philosophical, is a truthful and practical statement of the nature and method of the religion of Jesus.

ANCESTRAL ATMOSPHERE.*

BY E. H. DANIEL.

I HAVE chosen this for my subject today, because I think it gives me the means of calling to your attention a few thoughts which may prove fruitful, and to make some suggestions which are practical.

I first call your attention to this thought: As individuals, we very largely live in, and are greatly influenced by, the atmosphere created for us by our parents and fore parents.

Broadly speaking, and that seems the only way the subject may be treated in a short talk, the thought may be accepted as true. Certainly no one will deny that the children of great fathers live in an atmosphere created by the station, the reputation, or the accomplishments of the parent.

The sons of President Coolidge are conspicuous wherever they may be, because their father is President. The sons and daughters of the late ex-Presidents Roosevelt and Wilson live and move in an atmosphere created for them by their great fathers, and we have observed how our people set a mark of distinction upon the descendants of Washington, of Lincoln, and of Grant, thereby creating for them a true ancestral atmosphere.

We readily understand also how the fame of a great painter will secure admission for his sons into the most exclusive circles of artists, and we know how spontaneous and warm is the welcome of music lovers for the sons of great musicians. Many a young man owes his West Point or Annapolis appointment to the military services of his father. Admittedly, these are conspicuous examples, and chosen to bring out clearly the point I want to make; nevertheless, the principle applies just as truly to you and to me, no matter how humble our parents or our fore parents.

Humble, indeed, were the parents of Abraham Lincoln. Your home nor mine is more humble than was his. Yet he had a most potent an-

* This address was delivered by Mr. E. H. Daniel of the Carry Ice Cream Company, to the faculty and students of Howard University on March 20, 1924.

cestral atmosphere, just as you and I have. The arduous life and simple honesty of his parents and fore parents, developed traits of character in them which were transmitted to him, while the tact, love and wisdom of his stepmother had marked effect upon his faculties and disposition. So it is with us. Whether our parents and fore parents were great or humble, they created an atmosphere which has an influence over us, and we inherit from them physical and mental tendencies just as Lincoln did.

Our first impressions are of our parents, and our first spoken words were probably some form of mother and of father. Your parents and mine denied themselves many things that we might have schooling and social advantage, and they gave us our earliest training. They saw to it that we early acquired the habit of going to Sunday School and to Church so that through their influence most of us are Baptists, Methodists, Episcopalians or Catholics largely because our parents were, and mostly for the same reason, I fear, we are Republicans or Democrats.

To them also, or to their influence, many of us owe our first steps in life's work. And if you will pardon a personal reference, I may tell you that the first job of work I had after school days was given me by a friend of my father. He knew nothing of me, but he knew and loved my father. Even in the years which have since elapsed, I have often been helped by a friendly hand, extended from out the circle of my parents' friends, or from among those who knew my grandparents. You, too, no doubt, have had similar experiences, or at least a knowledge of them.

It seems very plain to me, my friends, and I hope you can now agree with me, that as individuals we live in and are largely influenced by the atmosphere created for us by our parents and fore parents. While it is conspicuously true of those who trace their ancestry to the notable men of history or to the prominent of today, it is also true of the individuals whose progenitors and parents quietly and without display have borne the burden and heat of the day.

And is it not also true that the atmosphere created by those of prominent station in life carries with it abundant opportunity and may build character, while the atmosphere transmitted from those of humblest type **builds character** and created a hunger for opportunity? Being true then, does it not come down to us as a duty to learn all we may of the length, the breadth, and the real power of it, in order that we may use it to the fullest as a proper aid to the accomplishment of our worthy ambitions or our laudable undertakings.

Surely, if we have at our command any talent or gift, it becomes a duty to properly understand it, and to know how to use it. For example, each of us has some particular gift, it may be a good voice, the talent to speak well, the gift to paint, business or professional inclinations, or a genius for mechanics, but none of these talents can be utilized to their best advantage until we have first learned the quality of it and then have

acquired the art of using it.

Just as we would analyze and cultivate a gift, or a talent, I claim we should analyze and cultivate our ancestral atmosphere. It is an important factor in our intellectual and physical life and growth. We should therefore know more of it, and diligently practice the art of using it.

Of course, this hasty treatment of the subject, which I intend to be suggestive of further thought rather than exhaustive or conclusive, is, and must be, rather sketchy, leaving undiscussed gaps here and there and affording the opportunity for the skeptical to take their exceptions. I believe, however, that when the exceptions are carefully examined they will be found to not only conform but to help prove the rule, especially when we remember that the individual is not limited to it, nor by it. True, he largely lives in his ancestral atmosphere and is influenced by it, but my contention is that it may be, and should be, the inspiration and incentive to greater and higher things: the helping hand to honest effort toward broader knowledge and wider usefulness.

Let us remember then that the beneficent influence which descends upon us from out of the good things our parents and fore parents did, and from out of the wholesomeness of their lives, should arouse our fondest pride and incite our keenest ambition to be worthy of it and to multiply it, regarding it as a sacred trust to be handed on to our sons intensified by all the good that we may find opportunity to do.

The second thought I want to bring before you is: We, as a nation, largely live in and are greatly influenced by the atmosphere created for us by our forefathers.

This thought, you will conclude with me, is the logical outgrowth of the first thought considered, and, according to the historian and democrat, must be logical, because we consider first the individual and then the nation, or group of individuals.

As we examine this thought, and remembering what has been said of individuals, we find its truth almost self-evident. Were it not that for our later purposes we shall need it firmly fixed in our minds, we might pass it over thus briefly. But for later use, let us turn back and consider the pages of history. And what do we find? We find, that in order to trace out all the influences and agencies working up to the founding of this great nation we will need to go back many generations only to discover clues leading far away into the past. For our purposes, however, we need begin only at our colonial and revolutionary times.

There we see those sturdy provincial heroes and revolutionary patriots. Each in the midst of his own ancestral atmosphere, influenced and inspired by it; wisely and bravely creating an atmosphere to pass on to you and to me to live in and be influenced by, but bequeathed with it is the patriotic duty of passing it on to our descendants, not only unsullied but better, for those who come after.

Our forefathers wrote the Declaration of Independence and the Constitution. They struggled through the pioneer days; they died in the Boston Massacre and at Bunker Hill. They fought on ships and on all the battlefields of the Revolution until Yorktown, to the end that we might be an independent nation. We never shall forget such names as Washington, Hamilton, Jefferson, John Paul Jones and Crispus Attucks, that are household words to true Americans, nor shall we forget those other men and women whose names may perhaps be found only after exhaustive research, yet whose services, while not conspicuous, were truly important and vital.

Can we deny that such men, be they generals or privates, statesmen or plain citizens, helped to create the national atmosphere we live in, and are influenced by, even today?

We would only be repeating the facts of American History were we to leave those noble men and times to point out through the years and on to the present the great accomplishments of American statesmen, soldiers and sailors, scholars and inventors, professional men and business men, scientists and explorers, employer and employees, all diligently and faithfully helping to create an atmosphere and influence for us to nationally live in. It is good for us to remember this, and to remember also that you and I, in our every day lives, are helping to create an atmosphere and influence for those who follow us.

This, my friends, brings me to the third and last thought, which is: You, as a racial group, largely live in and are greatly influenced by the atmosphere created for you by your parents and ancestors.

First: Let us remember that a race is the sum of individuals, and therefore what is true of individuals, is, for our purposes, true of the race comprising those individuals, consequently what has already been said of individuals here today and the conclusion reached must be true when applied to you as a group.

Does it not naturally follow then, that you have inherited the moral caliber and mental faculties native to your parents and ancestors, but refined and enlarged by their experience and yours?

As a people, you receive impressions easily, and you are quickly responsive to cultural influence as well as to the effect of environment. You have proven beyond any doubt that you could even endure many long years of slavery and then emerge from it with a nature unspoiled and with a capacity for intellectual and social growth, which is the marvel of all thoughtful observers.

You and others have struggled through slavery and have come out of it with honor.

Your emancipation is almost universally accredited to influences and agencies outside your group. While this is true, to me it seems that it is not the whole truth, for there appears to be a factor which is too often

neglected. We admit the power of those influences, and the accomplishments of those agencies. But what was the inspiration of those influences, and the fundamental cause of the activities of those agencies? Is it not reasonable to conclude that there must have been something within your people and characteristic of them which first attracted the attention of receptive minds and hearts, and having attracted attention, afterward implanted there the unalterable conviction that you merited and were entitled to the opportunities and blessings of freedom?

The hardships and repressions of slavery did not destroy, nor even impair, the cheerful friendliness, the steadfast loyalty, the sincere affection, the infinite patience, the demonstrated intelligence, or the devotion to religious worship, which characterized you, and surely were among the inducing influences toward your emancipation.

It must, therefore, be a matter of greatest pride to you to remember that out of your racial characteristics and inherent merit grew that irresistible appeal for freedom with its opportunity for development which brought to your aid the greatest intelligence and noblest natures of all time.

A sponge long denied moisture is quickly responsive to and will absorb great quantities of water. You have shown that a capable people or nature, long repressed, will, when given the means and the opportunity, quickly absorb knowledge, and eagerly pursue the processes of development and of culture. Long denied the opportunities for natural growth when emancipation came, you eagerly absorbed all that was available for progress and improvement.

Abraham Lincoln and his ancestors typify this also. The lives of his ancestors and parents, and even his own early years, were hard and primitive, deprived of opportunities for development. His nature was starved for knowledge and improvement; what he got he labored for, but his natural gifts took on development and polish at an astounding rate when the opportunity and the means afforded. His wonderful qualities of heart and mind and his capacity for taking on improvement and culture were native, coming to him through his ancestors and parents. Can you see, as I think I do, the close analogy between his ancestral atmosphere and yours?

It is the proud boast of many a successful man that he is a self-made man. He means, of course, that his parents were poor and humble and that he alone has accomplished his success. He is wrong. He could not have made himself what he is without native ability and opportunity. That ability, and probably much of that opportunity, came to him largely from his parents and ancestors out of the atmosphere created by them for him. Thinking rightly, he should remember this and point with pride as well as thankfulness to the equipment they furnished him, just as any people, who have accomplished much, should be proud of and thankful to their parents and ancestors.

The Chinese recognize this and they worship their ancestors. Almost in every land homage is paid to the ancestors of the race and to the forefathers of the nation. The world's surface is dotted with statues and memorials to them and their deeds. In Europe even the ruins of castles are venerated as the relics of ancestral days. In this country this important truth is already recognized by the Daughters of the American Revolution, the Grand Army of the Republic, and many other patriotic organizations whose members proudly boast of their ancestry, no matter whether their individual ancestors were of high or low degree.

While sometimes carried to extremes, the fundamental sentiment and reason for this is sound, and the practice should continue, for we ought not forget from whence came our ability and much of our opportunities to use it.

American History holds abundant reason for your particular pride in it. You may point with pride to your part in the War of the Revolution and in the immediate incidents preceding it. You heroically struggled through the discouraging adversities of slavery and came out of it with honor. You took up the burdens and privileges of citizenship and are nobly measuring up to its obligation and opportunities. Your natural qualities of heart and mind, which once so strongly drew great aid to your succor, have since enabled you to write upon the pages of history a record of social, industrial and intellectual development to which any people might be proud to point.

In the Civil War and in all our subsequent wars, your men did their part. Listen to what has been said of you editorially in one of the great daily papers of the nation's Capitol, The Washington "Times" of February 29, 1924.

"Howard University represents the American Negro, who has been among the most faithful to our citizenry. He has helped to fell the forests and till the soil since 1620. He has been found among the loyal in times of war, and participated in every defense of the American Government from the Boston Tea Party in 1770 through the World War—never in all history has a traitor in dark skin been found."

Isn't that a record to be proud of? That you have done all this may not be disputed, but you could not have accomplished this stupendous task unless you had the native ability with which to do it. You clearly demonstrated that you only needed the means and the opportunity, thereby conclusively proving that you had the ability.

But where, I ask you, did these natural abilities come from? The answer is plain, it seems to me; it came from your parents and ancestors. From where else could it have come? And does it not bring with it an obligation? It seems to be your bounden duty, therefore, not only to yourselves, but most of all to your children, to know all you can about this matter that you may have the benefit of it, and that they may have

the proud consciousness of knowing whom they are and from whence they came.

We gain by knowledge, but we also lose by it. That which we gain is far greater than that we lose. The self-made man, through right knowledge, loses his thoughtless boast, but through that same knowledge he gains a richer thing. Through a comprehensive knowledge of the importance of their ancestral atmosphere, the colored people, too, may lose in a sense, but by a knowledge of it, they gain a nobler and a more ennobling thought.

Let us not conclude these thoughts, my friends, without gratefully acknowledging that all the good, whether of gifts or opportunities, come to us as individuals, nations, or races, from an all wise and loving God, and that in speaking of the instruments and agencies He uses for our welfare, we have not been unmindful that always His has been the Fatherly plan and direction.

EDUCATION IN THE NATION'S CAPITAL.*

BY FRANK W. BALLOU,

Superintendent of Public Schools, Washington, D. C.

EDUCATION is the most important enterprise in which democratic governments engage. In the cities of the United States more than one-third of all municipal expenditures are devoted to public education. Los Angeles devotes 40 per cent of all expenditures to her schools; Buffalo, 32 per cent; Minneapolis, 38 per cent; Cincinnati, 34 per cent; Indianapolis, 32 per cent; Kansas City, 54 per cent; Des Moines, 54 per cent; Oakland, Calif., 52 per cent; Grand Rapids, 50 per cent; Omaha, 47 per cent; Spokane, 45 per cent; Springfield, Mass., 41 per cent.

For years Washington has been expending comparatively less for public education than her sister cities. The proportion of expenditures for public education has been approximately 27 per cent of her total revenues. Only recently have the appropriations for public education in Washington been increased to approximately 30 per cent. Washington cannot attain or retain her rightful position educationally among American cities without corresponding financial support for her public schools.

The situation with respect to public education in the nation's capital does not differ materially from the educational situation in other American cities. The social and financial conditions affecting public education during and since the war have been fairly general throughout the cities of the country.

* This address was delivered before the faculty and students of Howard University, Wednesday, March 19, 1924.

Only two results of those conditions can be mentioned, namely, the scarcity of trained teachers and the shortage of schoolhouse accommodations.

SHORTAGE OF TEACHERS

During the period of the war the shortage of teachers became acute. It was impossible to maintain the usual standards of academic and professional qualifications for teachers; moreover, in some sections of the country it was impossible to maintain schools at all. During this period many teachers were appointed whose qualifications were below those ordinarily demanded of candidates for the teaching profession. Such teachers are now in the teaching profession and under conditions of tenure in many of our cities will continue to remain in the profession until they retire from active service.

In so far as the preparation of such teachers was below the accepted standard when they were appointed, they represent a liability in the school system rather than an asset. Their presence in any school system in America imposes on the school authorities additional obligations and responsibilities for providing appropriate preparation and training after appointment. Those who would, as a means of economy, decrease the overhead expense of our school organization by decreasing the number of supervisors appear to overlook the fact that never in the history of American education was there greater need than there is today of a fully prepared and adequate staff of administrative and supervisory officers to solve the many pressing problems of administration and supervision that are daily pressing for solution. Even with such a staff, it will take at least one generation to re-establish the teaching profession on the plane of scholarship and professional training existing before the great war.

During and since the period of the war, salaries of teachers, which have always been proverbially low, have been generally and materially increased. However, unless the salaries in some of our American cities are increased further, and unless the salary schedules already established in our better American municipalities are maintained, it will take more than a generation to restore the teaching profession to the status that it occupied before the war. With the higher wages in the increasing number of occupations open to men and women, it will continue to be increasingly difficult to recruit the teaching profession in the United States with adequately prepared men and women. This can only be done in case the salaries of teachers and school officials are sufficiently high to prompt men and women to make suitable preparation for teaching and to engage in it as a life work.

In Washington, the teachers' salaries are established by legislation enacted by Congress. The last legislation enacted by Congress affecting salaries of teachers was in 1906. Since that time the salaries of teachers and officers in Washington have been somewhat increased in the annual appropriations bills passed by Congress for the District of Columbia.

A comparison of the salaries in Washington with the salaries in cities of 100,000 population or over shows that Washington is far below the average and in the case of some positions stands nearly at the foot of the list of over sixty cities in the amount of salary paid teachers.

For two years efforts have been made to secure new salary legislation which would place the salaries of the teachers of Washington more nearly on a par with the salaries paid teachers in other cities. Such a bill is now before Congress, and all those interested in public education in Washington are hopeful that the Teachers' Salary Bill will be passed at this session of Congress. The passage of this salary bill providing increased compensation will give recognition to, and at least partly reward, those efficient teachers who stood by their posts of professional duty when various kinds of war service offered much greater financial rewards. Increased compensation will also make it possible for all teachers in the service to keep up with the increased demands of their profession by further professional study while teaching. No group of public employees have earned or enjoy public appreciation to a greater extent than the teachers in our public schools. Adequate compensation for them should be the evidence of that appreciation of service already rendered and to be rendered.

SHORTAGE OF SCHOOLHOUSE ACCOMMODATIONS

During the period of the great war all schoolhouse construction was brought to a standstill. Labor and materials were not available for the usual building construction. In spite of this, the increased enrollment of pupils continued. As a result of the cessation of permanent schoolhouse construction and to meet increased enrollment, various temporary expedients were adopted. Temporary one-room portable schoolhouses were constructed in many cities. Buildings unadapted to school use were rented and pressed into use. Classes were greatly increased in size. After every effort had been made to provide housing accommodations for pupils, it became necessary in many cities to reduce the customary five-hour day to a three-hour day in order that one classroom might serve two groups of pupils, one class using the room in the morning and another class using the same room for three hours in the afternoon. Such part-time instruction is to be found in many of our American cities today.

On November 1, 1923, Washington had an accumulated shortage of 463 classrooms for elementary school purposes. On the same date, the enrollment in the high schools of Washington was 2,886 pupils in excess of the high school accommodations. This shortage exists in spite of the fact that for the last three years Congress has appropriated approximately \$2,000,000 per year for the building of schoolhouses, a sum far larger than has ever been appropriated by Congress for this purpose in any corresponding period of years.

Many cities have issued bonds for school construction purposes. Much yet remains to be done if adequate schoolhouse accommodations are to be

provided for the youth of America. The remedy for this situation lies in the adoption of a systematic financial program which will, in a definite period of years, make up for the accumulated shortages of the past.

HOW WASHINGTON DIFFERS

In one important respect the educational situation in Washington differs from the educational situation in every other American city. The people of other cities may directly, through a local referendum, or through their local government, or through their state government, secure additional appropriations for educational purposes. The people in the District of Columbia have no such direct means by which they may secure additional appropriations for educational purposes.

For the benefit of my radio audience outside of Washington, I want to describe this interesting situation in the nation's capital. Washington is governed by a Board of Commissioners of three members, appointed by the President of the United States and confirmed by the Senate. The Board of Education in Washington is appointed by the Supreme Court of the District of Columbia. No governing body in the District is elected by the people. No elections are held in the city of Washington. The only people in Washington who vote are those persons who retain voting residence in their home states.

Legislation affecting the District of Columbia must pass Congress. Congress is the legislature for the District. The Representatives and Senators elected by the voters in the several states of the nation are the Representatives and Senators who determine legislation and appropriations for the people of the nation's capital.

Estimates of school expenditures are prepared by the Board of Education and submitted to the Board of Commissioners of the District. These school estimates are passed upon by them and in turn transmitted to the Bureau of the Budget along with other estimated expenditures for the District. The Bureau of the Budget in turn passes on them and transmits them to Congress along with other estimates of expenditure for the nation.

At no time during the preparation of these school estimates or their progress to and through Congress are they dealt with by a single official who was selected by the people of the District or who can, in any direct or usual way in a democracy, be held accountable by the people for his official acts in determining the amount or character of appropriations for public education in Washington.

The educational welfare of the people residing in the nation's capital depends on an intelligent understanding of this situation on the part of the people of the country and sympathetic interest and action on the part of the Representatives and Senators whom the people elect to Congress.

ECONOMY

Throughout the nation there is an insistent demand for lessening the financial burdens of government. Every intelligent American citizen will

rejoice in being relieved of a part, at least, of the burden of taxation. In the attempt to reduce taxes, economy is being urged on every hand in local, state and national affairs. In general, this policy of economy must be heartily approved.

Serious efforts are being made to reduce the cost of public education. It is urged that "fads and frills" in public education should be eliminated. Undoubtedly those in charge of systems of public education will readily comply with such a demand when the public reaches an agreement as to what constitute "fads and frills." It should be remembered that there is not an activity in the program of American education today that has not been introduced into the schools through the demands and efforts of the people. The more comprehensive program of the present is the logical result of an attempt to meet the public demand for an educational program as broad and as diversified as are the capacities and needs of the pupils in the public schools now being trained for future citizenship.

As a result of this public demand, many additions to the traditional subjects, reading, writing, and arithmetic, of the colonial period, have been made to meet the enlarged conception of education of the present day. This situation was described in the resolutions of the Department of Superintendence adopted at its recent meeting in Chicago in the following language:

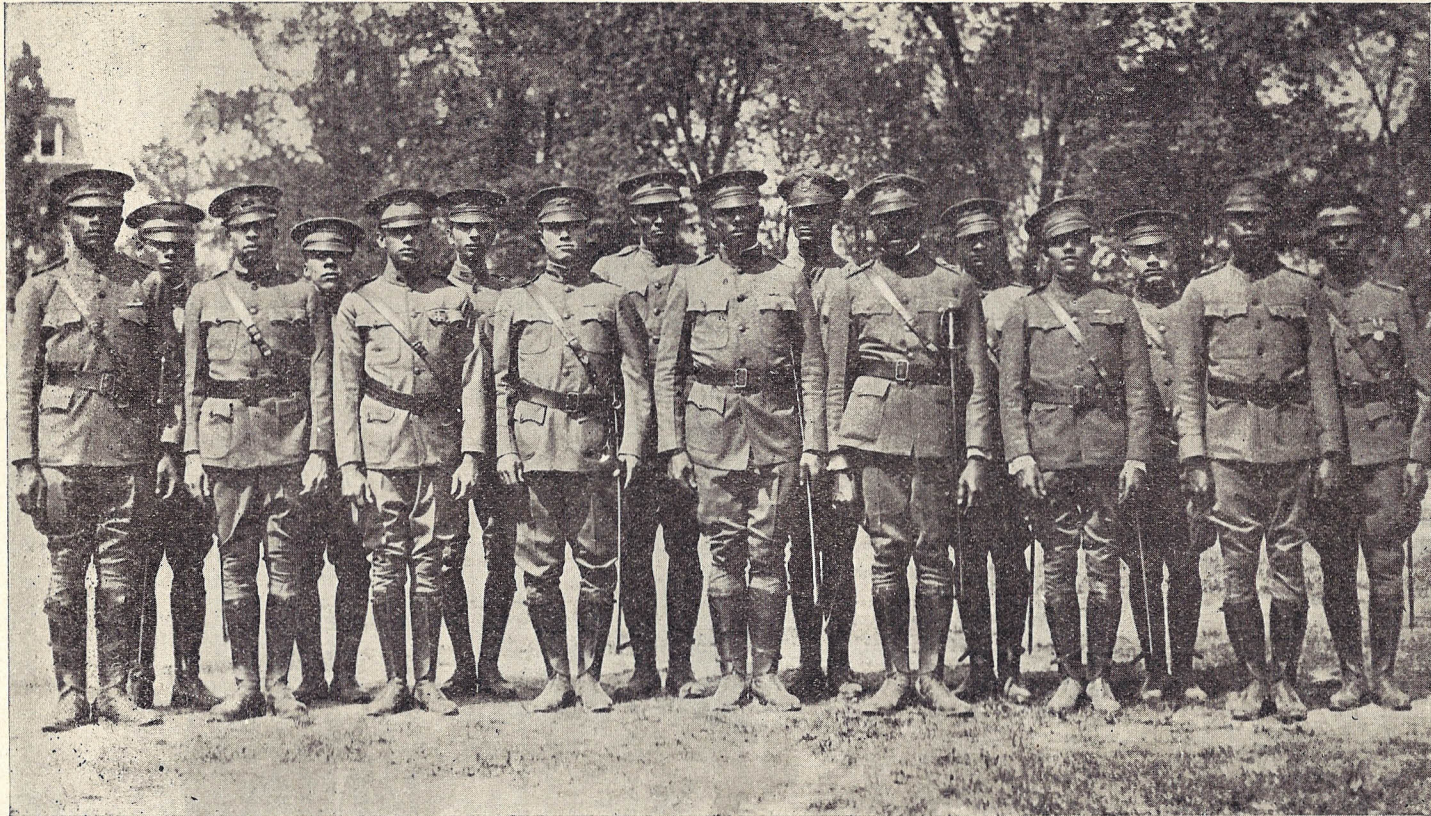
"The public demanded physical and health education, courses in civics and patriotism, in fire and accident prevention, in music and drawing, in industrial and household arts, in science and commercial studies, expanded options in foreign languages and history, classes for the mentally and physically disabled, part time and continuation courses, open-air schools, night schools, summer terms; in short, a public service was demanded of the schools to meet changing domestic and economic conditions unheard of a generation ago. Local pressure and legislative enactment established the present public school program and changed public schools from places for the intellectual training of a selected few to public service stations whereby and wherein all might be equally served irrespective of race, color, creed, economic status or parental occupation.

"If the present conception, which seems to be the creed of the American people, is to continue, and the public schools remain public service stations, then it is futile to discuss a diminishing cost for public education. On the other hand, if every child of school age is to receive what is conceded to be his just due, namely, a full school day five days each week, the cost of school construction must go on. For example, two hundred millions are required at this moment for school construction in a single state, if the children of that state are to enjoy this privilege."

While the public agrees with the general policy of economy, saving money by robbing children of an education is not economy. An education is the birthright of every child in this democracy. To deprive the child of that birthright will be to impair his efficiency as a citizen in the next generation, and to threaten the very existence of democracy itself. We must never forget that we are only one generation removed from illiteracy. Close all educational institutions for one generation and the next generation must be illiterate.

Economy in the appropriations for public education must not be allowed to reach the point of decreasing the efficiency of the present educational program. The public schools are today the most potent, most powerful, and most promising single agency making for the unification, stability, and progress of our American institutions. The destiny of democratic institutions rests upon public education. The citizens of the future republic are now passing through the schoolrooms of America, where the traditions of our free institutions are conserved and transmitted. What the future of America and of American education shall be rests with the American people. The system of public education in the nation's capital should lead the way.





THE RESERVE OFFICERS TRAINING CORPS AT HOWARD UNIVERSITY.

THE primary purpose of the Reserve Officers' Training Corps is to create a supply of trained officers, who in event of war, will be called upon to train and lead the Citizen or National Army. The secondary purpose is to train a large body of intelligent, patriotic and non-political Americans who will be by virtue of their mental and moral standing, superbly qualified to form a connecting link between the Regular Army and the citizens of the United States. It is not a spirit of militarism that prompted the establishment of such an organization, but the spirit of having an ultimate force behind the government. A study of military history shows that untrained officers make mistakes on the battlefield, and that these mistakes are costly. Thus the necessity of the Reserve Officers' Training Corps, and the responsibilities of all who enroll therein.

Section 40 of the National Defense Act, as amended, provides for the establishment of such a corps:

"The President is hereby authorized to establish and maintain in civil educational institutions a Reserve Officers' Training Corps, one or more units in number, which shall consist of a senior division organized at universities and colleges granting degrees, including State universities and those State institutions that are required to provide instruction in military tactics under the act of Congress of July 2, 1862, donating lands for the establishment of colleges where the leading object shall be practical instruction in agriculture and mechanic arts, including military tactics, and at those essentially military schools not conferring academic degrees, specially designated by the Secretary of War as qualified, and a junior division organized at all other public and private educational institutions, and each division shall consist of units of the several arms, corps, or services in such number and such strength as the President may prescribe: *Provided*, That no such unit shall be established or maintained at any institution until an officer of the Regular Army shall have been detailed as professor of military science and tactics, nor until such institution shall maintain under military instruction at least one hundred physically fit male students, except that in the case of units other than infantry, cavalry or artillery the minimum number shall be fifty."

The Reserve Officers' Training Corps adds to the educational resources of schools and colleges, and gives a student training that will be as valuable to him in his professional career as it would be should the Nation call upon him to act as a leader in its defensive forces.

There are two divisions of the Reserve Officers' Training Corps: The Senior division, and the Junior division. The former consists of such units as may be organized at approved institutions granting degrees, and at essentially military schools; the latter pertains to units affiliated with any other public or private institution.

At the present time Howard University is the only Negro institution having a Senior Unit connected with it. It is the only Negro institution from which a student may receive a commission in the Officers' Reserve Corps. During the five years of its existence it has commissioned sixty-six men as Second Lieutenants, Infantry, of the Officers' Reserve Corps. The unit was established at the University during the winter of 1919, and Capt. Campbell C. Johnson was placed in command. It succeeded the Students' Army Training Corps. The latter was organized during the World War. Major Milton Dean took charge of the unit in March of the same year. He remained as active head until his retirement at the beginning of the school year 1920-1921. The War Department then detailed Capt. DeCourt as the commanding officer. He had as assistants, Warrant Officers York and Saunders. Of-

figer Saunders was transferred to the Philippines for duty, and Officer York became one of the military instructors of the High Schools of Washington. On October 1st, 1922, Lt.-Col. Charles E. N. Howard replaced Capt. DeCourt as commanding officer of the unit, and Major Joseph W. Blanchard was detailed to assist him. Warrant Officer R. C. Clayton was later added to the staff. Sergeant D. E. Smith, who had been with the unit for some time remained as Assistant in Military Science and Tactics. Capt. M. R. Rice was affiliated with the unit during the year 1922-1923, but was later transferred. Capt. P. L. Baldwin replaced him as Assistant Professor of Military Science and Tactics.

During the school year 1920-1921, the unit had increased in size to a battalion, and a battalion band of sixty pieces was organized. Sergt. Dorcy Rhodes was detailed as leader, and under his direction this organization has become one of the finest Negro bands in the country.

Military training is compulsory during the first three years of a student's residence at Howard University. The third year is optional, and if the student cares



Dr. Emmett J. Scott, Secretary-Treasurer of the University,
on official visit to Howard R. O. T. C. contingent
in training at Camp Meade, Maryland,
last summer.

to continue his training, he will receive his commission at the end of his fourth year, provided he has attended a summer camp of six weeks' duration.

The training at the University is systematical, and is under the direction of a Professor of Military Science and Tactics, who is a regular member of the Faculty. He has under him a corps of assistants. In actual drill, the battalion is commanded by cadet officers. The course is divided into two parts: The Basic Course, which requires two years of training, comprises the Freshman and Sophomore years; the

Advanced Course, which also requires two years of training, is open to Juniors and Seniors who have completed the Basic Course.

During the Basic Course, the student devotes at least three hours per week to military instruction. He is not required, but may receive training at a summer camp at the expense of the government on completion of his first year. In the Advanced Course, five hours of military instruction each week are required. If the student attends a summer camp at the end of his Junior year, and continues in the course during his Senior year, he is eligible to receive a commission upon graduation.

Cadets in the Basic Course receive credit for Physical Education; those in the Advanced Course receive credit for Physical Education, and three academic credits towards graduation. In addition the government allows each student who enrolls in the Advanced Course, commutation of subsistence at the rate of thirty cents a day from his first day in this course until the day that he receives his commission. This means that the student who receives a commission has drawn about two hundred dollars from the government during his Junior and Senior years at college. During the period of training at camp, the cadet receives pay at the rate of seventy cents a day. Up to March 31st, 1924, students at Howard University have drawn \$20,197.54 from the government, as commutation of subsistence.

Before a student can be commissioned, he must be in good physical condition, and have completed both the Basic and Advanced Courses, as well as attendance at an advanced summer camp. He must possess those qualities which are essential to an efficient army officer, and must be recommended by the Professor of Military Science and Tactics and the President of the University. He receives his commission for a period of five years, during which time he is liable to be called for service with the colors for a period of two weeks each year. When thus called out, he receives the pay of his rank. In time of war, or when war is imminent, he may be called for a longer period. At the expiration of the five year period, the commission may be renewed.

This is the history of an institution that has become a part of Howard. At present it is the only means by which a Negro may be commissioned in the United States Army. Congress recently appropriated a sum of money to be used as an armory and gymnasium for the University. This building will house the Reserve Officers' Training Corps, and the Department of Physical Education, with which it is closely allied.

H. P. K.

THE ASSOCIATION OF COLLEGES FOR NEGRO YOUTH MEETS IN ATLANTA.

BY D. O. W. HOLMES,

Dean, School of Education.

THE Association of Colleges for Negro Youth held its eleventh session at Atlanta, Georgia, April third and fourth, with Morehouse College and Atlanta University acting jointly as host. The representation was as follows:

Atlanta University, Atlanta, Ga., Pres. M. W. Adams.
Benedict College, Columbia, S. C., Pres. C. B. Antisdell.
Bishop College, Marshall, Texas, Pres. C. H. Maxson.
Howard University, Washington, D. C., Dean D. O. W. Holmes.
Knoxville College, Knoxville, Tenn., Pres. J. K. Giffen.
Morehouse College, Atlanta, Ga., Dean S. W. Archer.
Shaw University, Raleigh, N. C., Pres. J. L. Peacock.
Talladega College, Talladega, Ala., Dean J. T. Cater.

Wilberforce University, Wilberforce, O., Dean G. H. Jones.
Wiley University, Marshall, Texas, Dean V. E. Daniel.

Fisk, Lincoln and Virginia Union Universities were not represented. Members of the Faculties of Morehouse College, Atlanta University, Clark University, Paine College and Spellman Seminary, attended the sessions as visitors.

The minutes of the previous meeting held at Howard University which were approved, contain a record of actions on standardization of such importance as to justify the following quotation:

"It was voted that a committee consisting of Dean Holmes, Dean Jones, and Dean Daniel formulate acceptable requirements that a high school must meet in order that it may be accepted as a standard one by the Association. The report of this committee was later received and approved. It reads as follows:

To the Association of Colleges for Negro Youth.

GENTLEMEN:

Your committee appointed to formulate a statement defining the requirements for secondary schools as a basis for accredited relationship with the members of this Association respectfully submits the following as its report:

1. Attention is directed to Bulletin No. 11, 1922, of the United States Bureau of Education entitled, "Accredited Secondary Schools in the United States." Attention is especially directed to pages 7-10 inclusive. This bulletin is earnestly recommended for careful perusal to those charged with the management of the Secondary Schools for Negro Youth which aim to offer courses preparing students for admission to college.

2. The following definition of an accredited secondary school quoted directly from that bulletin is approved by this Association:

"An accredited secondary school, as the term is used in this bulletin, is a school which is equipped to prepare students for colleges requiring 15 units for unconditioned admission and which has been investigated or approved for this purpose by one of the following agencies: A State officer of education, a university or college inspector or committee on admissions, an officer of committee of an accrediting association. Except in the case of certain of the Southern States, whose high school courses are based upon seven years of elementary training, it is understood that these 15 units represent secondary work above the standard eight-grade elementary-school course. It is assumed that the curriculum of an accredited school represents four years of 36 or more weeks each; that at least three teachers give their whole time to high-school work, and that the school keeps up an adequate library and laboratory equipment."

3. The unit is defined as follows:

"The following authoritative definition of the word 'unit' has been made by the national conference committee on standards of colleges and secondary schools, which is composed of representatives of the National Association of State Universities, the New England College Entrance Certificate Board, the College Entrance Examination Board, The Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Association of Colleges and Secondary Schools of the Southern States, The New England Association of Colleges and Secondary Schools, The Association of American Colleges, The Association of Urban Universities, The Carnegie Foundation for the Advancement of Teaching and the United States Commissioner of Education:

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes—

- (1) The four-year high-school course as a basis and assumes that—
- (2) The length of the school year is from 36 to 40 weeks; that—
- (3) A period is from 40 to 60 minutes in length; and that—
- (4) The study is pursued four or five periods a week; but under ordinary circumstances a satisfactory year's work in any subject can not be accomplished in less than 120 sixty-minute hours, or their equivalent. Schools organized on any other than a four-year basis can nevertheless estimate their work in terms of this unit.

A four-year secondary-school curriculum should be regarded as representing not more than 16 units of work.

4. The minimum curriculum offered in any school seeking recognition is as follows:

English	3 units
Algebra	1 unit
Geometry	1 unit
Science	2 units
History	2 units
Foreign Language	2 units
<hr/>	
Total	11 units

The remaining five units to complete a 16-unit course may be made up by additions from the following additional offerings:

English	1 unit
Algebra	½ unit
Geometry	½ unit
History	½ unit
Civics	½ unit
Foreign Language	2 units
Science	2 units
Voc. Subjs.	2 units

Respectfully submitted,

V. E. DANIEL

GILBERT H. JONES

D. O. W. HOLMES, *Chairman.*

It was voted that Dean Cater, Pres. Griffen and Dean Archer be a committee to take up the possibility of the Association becoming an accrediting body.

It was voted that membership in the Association be limited to colleges which can meet the following requirements:

1. *Entrance Requirements.* The requirements for entrance into the Freshman class without conditions shall be fifteen units of high school work. Not more than two units of conditions may be allowed for conditioned entrance.

2. *Requirements for Graduation.* Not less than 120 semester hours or its equivalent with further qualifications as individual colleges may see fit, shall be required for graduation.

3. *Number of Degrees.* The granting of a multiplicity of degrees should be discouraged.

4. *Number of Departments.* At least six departments with six full time professors

must be maintained. For a college having a maximum of six, the following are suggested: English, Foreign Language, Mathematics, Natural Science, Social Science, and one including Philosophy, Psychology, and Education.

5. *Training of Faculty.* All should have at least the baccalaureate degree. One-half of the faculty should have at least one year's training outside the college in which he is teaching. Three-fourths of the faculty should have at least one year of graduate work.

6. *Number of Students.* The number of students should be at least fifty.

7. *History.* Students must have been in each class of the college for at least the two preceding years.

8. *Methods of Admitting Students.* Examination or certificate containing full statement of secondary work, character, payment of bills, knowledge of preparatory schools.

9. *Laboratories.* The minimum movable equipment should be as follows: chemistry \$1,000, physics \$800, biology \$400. The annual expenditure for laboratories should be as follows as a minimum: chemistry \$100 and \$3 a student, physics \$100 and \$1 a student, biology \$100 and \$2 a student.

10. *Library.* The library should consist of at least 4,000 selected volumes, should subscribe to at least 3 dailies, 5 weeklies, and 10 magazines and journals. A minimum annual expenditure of \$300 for books and \$40 for papers should be made. The library should be open at least 8 hours a day.

11. *Class Room Hours.* There should be a maximum of fifteen hours a week for an instructor with larger classes, and twenty hours a week with smaller classes.

The first session of the conference was consumed largely with the discussion of the reports of the committees appointed to examine Johnson C. Smith University and West Virginia Collegiate Institute, which applied for admission to the Association at the last session. President Peacock gave an exhaustive report of his visit to Johnson C. Smith University. The body voted that this college should be admitted to membership as soon as it had qualified in the one respect in which it seemed deficient. The same action was taken later with reference to West Virginia Collegiate Institute, which was reported on by President Giffen. The Executive Committee of the Association was empowered to determine when the qualifications shall have been completed and to act for the body in admitting the applicants at that time.

Applications for membership in the Association were received from Morris Brown University and Clark University, Atlanta, Georgia, and Paine College, Augusta, Georgia. Committees were appointed to examine these schools by collecting the necessary data through correspondence and visitation and to report at the next meeting.

A very important action taken by the Association was the appointment of a committee to urge upon the educational authorities of the various Southern States the desirability of rating the colored high schools of their respective States, as is now generally done with respect to the white high schools. It was pointed out that with the improvement in the educational facilities in the South a number of colored high schools, within recent years, have reached the standard set for accredited relationships with the colleges of the country. Up to this time, with few exceptions, the State educational authorities frequently acting in conjunction with the State universities, have failed to consider the colored high schools in making up their accredited lists. It has doubtless been felt that since Negro students are not admitted to the State universities of the South, there is no need to rate these schools. Such an attitude, however, results in great inconvenience to the graduates of the colored high schools who in many cases wish to enter colleges which are open to them. Such colleges have no reliable means of knowing the standing of the students in question since the schools from which they come are not rated.

The practice of West Virginia is a notable exception and points the way to the others that have given little or no attention to this feature of their educational procedure. West Virginia has examined and rated a number of its colored high schools and reported these schools, as part of its list of accredited secondary schools. The names of these schools, therefore, appear in the bulletin of the Bureau of Education which lists the accredited secondary schools of the country. The action by the Association has as its aim the adoption of a similar practice in all the Southern States. The result will be beneficial to the colleges of the North, admitting colored students, to the colleges all over the country for Negro youth and to the colored high schools through the stimulation which will result from their efforts to deserve placement on such an accredited list.

The topic "Shall the Association attempt to classify its members into two groups?" developed a discussion of standards and standardizing agencies. The reclassification of the Negro colleges by the American Medical Association was the occasion for the selection of this subject. A committee was appointed with President Adams as chairman to devise a questionnaire as a basis for a self-survey of the colleges of the Association. The requirements of the American Medical Association for rating in Class I is to be ascertained by the committee and will form the basis of the questionnaire.

It was agreed that each college of the Association shall make a careful study of the freshman records of the students entering from the various high schools with a view to the establishment of a tentative accredited list based upon the combined experience of the several colleges with students from the individual high schools. The opinion prevailed that while such a study cannot take the place of inspection in rating secondary schools, still the degree of success in college made by the graduates of a given high school is a fair index of the efficiency of that school in preparing its students for college.

The time was taken up at the last session of the conference on Friday afternoon with executive business. The officers were unanimously elected to succeed themselves. After passing a vote of thanks to Morehouse College and Atlanta University for their hospitality the invitation of President Peacock to meet next year at Shaw University was accepted with thanks.

The Association of Colleges for Negro Youth voted that

"The Association go on record as believing that President Durkee of Howard University acted in good faith in the securing of the services of Professor M. Franklin Peters at Howard University during the current year."

Also voted that

"The Association go on record as condemning as unethical the action of President Dudley in broadcasting in educational and political circles the difference which has arisen between him and President Durkee of Howard University."

TO THE CLOUDS.

White, fleecy clouds!
 Light, airy ships of night!
 How serene and sure your flight!

Sailing, Sailing!

Over the vaulted main.

White, fleeting clouds!
 Swift phantoms of the night!
 Say who guides your course aright!

Sailing, Sailing!

Over heav'n's trackless sea.

Pale, shifting clouds!
 White, vap'rous ships of night!
 Moon and stars your guide and light!

Sailing, Sailing!

Over the moonlit sea.

White, winged clouds!
 Light, airy ships of night!
 Speeding far beyond my sight!

Sailing, Sailing!

Over the sapphire sea.

As you serenely seek the orient steeps
 With bursting sails filled with this breath divine,
 How can I gaze upon your placid state
 And not lament this restless plight of mine?

For here this slow and toilsome life must wind
 Through martial contests, jealousies, rapine;
 Through pestilence, and gnawing famines, pain,
 Industrial hatred, competitions keen,
 Vile calumnies, church feuds, corrupted states,
 Foul segregation, with its bounds prescribed;
 Through envy, sickness, greed, and lust for power,
 And black despair, sprung from fond hopes denied.

Yet, struggling, must I on and seek for aid
 Within myself, wherein there sits enshrined
 The "I That Am"—My Soul—a part of Him,
 Breathed into me from His Essence Divine.

Not as ye, then, the playthings of the wind,
 For Will is mine, in life my course to choose;
 And choosing, therefore, I am Guide and Light,
 And, of myself, life's path may keep or lose..

April 1, 1924.

LORENZO J. GREENE, '24.

OF INTEREST TO HOWARD ALUMNI.

Professor George J. Cummings Writes on Howard's Early History.

WE have on several occasions during the present scholastic year received visits from our life-long friend and teacher, Professor George J. Cummings, who has been spending the winter and early spring in Washington. Professor Cummings is well and affectionately known to all who have, within the past forty years, been connected with Howard University in any capacity whatsoever. The Alumni will remember him as the able and efficient dean of our preparatory department, recently abolished, for over thirty years. When he retired from active duty about four years ago, a loving cup, appropriately inscribed, was presented to him by those who had, during his administration, graduated from the preparatory school. He now makes his home in New Hampshire, but in order to escape the rigors of the Northern winter, spends several months each year either in Washington or farther South. Whenever he sojourns in Washington, he shows his abiding interest in Howard University by visiting the Institution almost every week. He was a welcome guest on Charter Day, March 2, and was much impressed with the exercises both on that date and the day following. The Editor-in-chief takes great pleasure in presenting to the readers of the RECORD a letter of our Professor Cummings, addressed to Professor Walter Dyson of the Department of History, which may bring out some facts, not hitherto revealed, relative to the founding of Howard University. The letter follows:

March 10, 1924.

MY DEAR PROF. DYSON:

Your paper recently read (March 3) before the students on the origin and development of Howard University, as well as Prof. Cook's recollections of General O. O. Howard, have led me to recall some things I know and history I have read that seem to me to antedate the organization and naturally lead up to the establishment of the University.

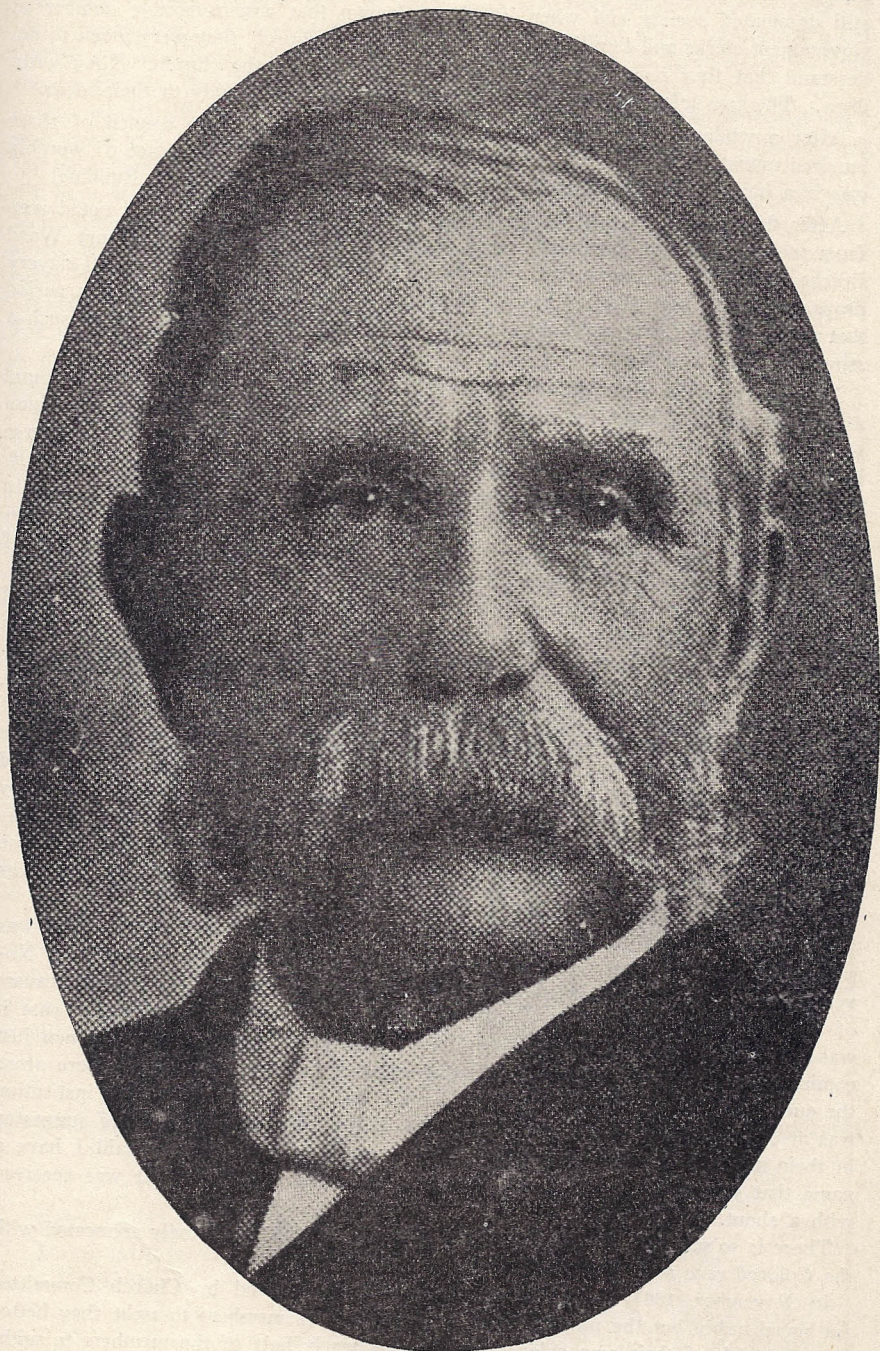
Going back to 1847, we find that slavery in all its phases existed here in the District—slave plantations, auction blocks, slave-pens, and traffickings connected with the institution. The general sentiment in Congress and the city was strongly pro-slavery. So far as I can learn the churches and pastors and business men and lawyers were generally pro-slavery, or at least, did not *dare* to speak against the prevailing opinions of the place.

There were, however, a few men in the city who dared to speak out and *act* as well as speak. They were few indeed and poor in pocket, but in convictions, strong. They met on the 3rd of August, 1847, in a small room on the corner of E and 7th Streets, N. W.

The following was passed at this meeting: *Resolved*, That we proceed to the organizing of a Congregational church in the City of Washington, essentially on the plan of Cambridge platform, whose standard of piety shall be high; whose doctrines shall be evangelical and whose action favors the leading reforms of the day, including Bible, Missionary, Tract, Anti-slavery, Sabbath School, and Temperance Efforts.

These men tried to establish a church of anti-slavery principles in a strong pro-slavery community and *they* failed. They encountered the jeers and ridicule of the whole city, yet they struggled on for a while and gave up and a Jewish Temple now stands where they used to worship on 8th Street south of New York Avenue. But the seed had been sown. Again in 1852 a second attempt was made to establish a Congregational church with pronounced anti-slavery ideas.

This time the denomination outside the city became interested in forming a church of their order in Washington. Lewis Tappan of New York City, sent J. B. Grin-



PROFESSOR GEORGE J. CUMMINGS

nell, a young orthodox anti-slavery graduate to be the minister. Slavery sentiment still dominated society and when it became known that a considerable number of Government clerks and families were going to join the church, they were given to understand that they would lose their jobs unless they left the church. They withdrew. The few left, still determined, struggled on, holding firmly to their ideas.

After a while, it was recognized as a church by a very large council of three hundred ministers and laymen, coming from Northern States. The place of worship was in a building on 5th Street, near or on the spot of Columbia Law Building.

After five years, it closed its doors but the large council of so many noted men from the North and a remarkable sermon preached, at the council, by Henry Ward Beecher, had left an impression upon the city, while at the same time anti-slavery propaganda was beginning to arouse the whole country. It was during this period that *Uncle Tom's Cabin* appeared for the first time in book form and caused such a stir both South and North.

Not till near the close of the Civil War, was there a third attempt to found a Congregational Church in Washington. At this time, the Christian Commission was sending many ministers to the front to work among the soldiers and of course they had to pass through this city. So it occurred to a young man by name of W. R. Hooper to secure from among them a Congregationalist to preach on a certain Sunday, and this is what he says: "I told him we could not afford to pay him anything, didn't know as we could give him an audience, but I was very desirous of finding out whether there were other Congregationalists in Washington, and, if so, whether there were enough to found a church. I went down to Temperance Hall on 9th Street, and asked if I could obtain the hall for Sabbath services. Certainly by paying 4 dollars. So I paid the money and thus a place and a preacher were secured; now for an audience." He advertised in the papers that a Rev. Mr. _____, a Congregational minister would preach at the Hall next Sabbath. He was in doubt about the size of audience. Perhaps he would be the only one. Arriving at the Hall a little late, with the minister, he was joyed to find thirty or more gathered and among them was J. B. Grinnell, who, ten years before had been sent by Lewis Tappan of New York, as a pastor for the church just then forming. He was then a young man without much money—now he was regarded as wealthy for those days. He had established a College in Iowa and given his name to a city and was representing his district in Congress.

This third attempt to establish a church here on Congregational principles was successful and The First Congregational Church of Washington was organized November 12, 1865, on beliefs like the other two, ever ready to espouse the causes of all great reforms of the day. So in harmony with the struggles of the past it was perfectly natural for the church to seek to do something for the Freedmen just coming out of slavery. Hardly had the church begun to function when there arose the question of what could be done for them. The idea of an educational institution was at once suggested but what should it be called? Various names were suggested in their meetings and rejected till, I think it was Mr. Nichols, who said I have a name that will please you all. What is it? *Howard University*. It was received with a shout.

There is so much in the history of the First Church that is closely connected with the Colored race and Howard University.

In November, 1867 three colored persons were approved by Church Committee for membership but the pastor and a large number of members thought they better join a church of their own color. This caused nearly half of the members to withdraw, later the *pastor* resigned. Those left in the church believed that they should welcome the coming of all who loved our Lord irrespective of race. At another time, years ago now, various Sunday schools, in the District, had a parade and exer-

cises on May Day, and our school was invited one year and when it was learned that some colored children were in our classes strenuous objection was made but our superintendent, General Balloch, said if any school goes all its members go, too.

This ended all such occasions. So pronounced has been its position on the anti-slavery question that for years it was called the "Nigger" Church.

Through the efforts of some of our workers a Sunday School was maintained several years in a building near 10th and R Streets, which culminated in establishing Lincoln Memorial Church.

I have personally known and served under four Presidents of Howard who have been members of The First Church, and two of these have been its Pastors. In addition, some thirty or more of its members have been Professors and workers for years in the University.

There is one fact more I wish to record about the site of the First Church. It was the last lot of the old Van Ness tobacco plantation at corner of Tenth and G Streets, to be sold. It had been worked by slaves and it was the first to be bought and consecrated to teaching of freedom.

You rightly observe March 2, 1867, as Charter Day—birthday of Howard University and yet, as I read the history, so roughly sketched, it seems to me that its corner stone was laid way back there in 1847 by men who dared to act upon the strength of their convictions. Though their first efforts appeared to fail and end in disaster, yet they did not despair. It was only a dark, gloomy dawn to be followed by the glories of a beautiful day.

It is an old story to tell of the trials of our forbears through whose struggles we, today, are enjoying so much, but it cannot be told too often. Tell the old, old story till it takes hold and we *all*, young and old, are made to realize that what we and they inherit, has been gained at a tremendous cost.

Very truly,

GEO. J. CUMMINGS,

Principal Wormley, '09, Speaks at Lincoln University.

MR. G. SMITH WORMLEY, principal of the Randall Junior High School, Washington, D. C., was invited to deliver the principle address at the second annual observance of Clean Speech Week, held under the auspices of the Phi Beta Sigma Fraternity, Mu Chapter, in the Mary Dod Brown Memorial Chapel, Lincoln University, Pennsylvania, on Sunday, April 6.

He stressed the significance of clean speech as a reveler of thoughts, feelings and experiences of the individual; as a mold of the opinions and character of groups of people, and as a creator of ideals for all people.

Alumnus Writes From Far-off France—Sends Article on French University Life.

Chez Mme. Bonnard, 20 rue Monge,
Dijon, France, 6 March 1924.

To the Editor, UNIVERSITY RECORD,
Howard University, Washington, D. C.

DEAR MR. EDITOR:

I trust you will find it suitable to publish the enclosed article, "French University Life." The article is far from being just what I should like it to be, however, I trust it will serve the purpose if you find it worthy to publish.

I should be glad to give you any information available for students who might be interested in coming to Europe. You are at liberty to alter or change the enclosed

article to your satisfaction. Should you publish it, I should appreciate a copy of the RECORD.

Wishing for you continued success, I am sir

Very truly yours,

(Signed) EDWARD W. BROWNE,

Class of '21.

French University Life.

AFTER having completed my first semester's work at the University of Dijon, I rather feel it a pleasant duty to let Howardites and friends of Howard know something of French University Life. It may be well here to mention fifteen of the important cities at which the respective universities are located. The cities are as follows: Paris, Lyon, Marseilles, Strasbourg, Nancy, Lille, Bordeaux, Toulouse, Dijon, Potiers, Caen, Grenoble, Aix, Besoncon, and Montpellier. Each university carries the name of its respective city. The University of Paris, or La Sorbonne, by which it is commonly called, is the Harvard of France. Lyon boasts of its medical faculty. Each of the above-named universities comes directly under the supervision of the Minister of Education. There are to be found other colleges, (*Ecoles Libres*) the most notable among which is the College of France, at Paris.

There is no university life in France such as we know of in the States. The life of the student, for the most part, is one of seriousness and research. This pronounced seriousness is, perhaps, a direct result of the rigid requirement while students at the Lycee. There is no dormitory life in the universities. There is a student council composed of members of the various faculties, and there is also to be found a student association to which any student, foreign or native, may become a member for a minimum fee. This fee at the University of Dijon, is less than a dollar. The membership card of the Students' Association entitles one to any seat in the Municipal Theatre for half price, and a ten per cent reduction on wearing apparels.

The student is at liberty to follow or carry as many courses as he desires. There is to be found in all French universities, closed and public courses, which courses I shall make mention of later. There are few students who carry more than fifteen hours a week. The lecture system is in vogue for the most part, and the *Explication de Textes*. (Explanation of the text.) The attendance at these courses is perfect. The reason is simple. The semester system is to be found here, thus affording two examinations during the scholastic term of eight months. The examinations are exceedingly difficult. I simply make mention of the above fact because at the beginning of the registration the Registrar remarked to me that American students were not studious.

The foreign student must present a degree before being permitted to follow regular French courses. This is not true for the student who simply carries the courses outlined for foreigners. All students have a right to attend any of the lectures they choose but are not permitted to sit for an examination in such regular courses. For the most part the progress of the foreign student is rapid. At the outset the pronunciation is perhaps the student's greatest handicap. For practical exercises the students are grouped in small sections according to their knowledge of the French language. By this combination of lectures and practical exercises the student improves rapidly.

Many foreign students are found in the various other faculties and at the same time following the courses of pronunciation, grammar, and kindred subjects in order to perfect their speech in the French language. In that event the student pays the regular tuition and the special fees or tuition charged foreigners. The fees are at a minimum. Here at Dijon one pays, at the present rate of exchange, less than two

dollars per semester. This same fee is augmented by about eight dollars per semester. As was mentioned above, the last named fee is not paid by students, foreign or native, who carry regular French courses.

Life at Dijon is pleasant and cheaper than in most other larger university centers. One may live comfortably at Dijon for just half as much as the average student pays in an American university or college. Much will depend, however, upon the taste of the student. One may live here in the best of hotels for not more than two dollars per day. Most of the students from out of the city are to be found in private families. Here one has a better chance to enjoy home life and acquire a good knowledge of family customs and habits. For the students who are anxious to succeed the family life offers the best opportunity from the point of view of social contact. The people with whom I am living have been of invaluable service to me from the point of view of correct speech and pronunciation.

The French universities, contrary to American universities in general, serve a two-fold purpose. The French universities offer courses to the public, and at such courses the public is to be seen in large numbers. Each faculty offers its public courses at such hours in the evening at which most people are free. One must marvel at the general culture of the French. They know their great men. We seem not to possess that pride. The slogan seems to be in France that those who serve the French universities must also serve the public.

I must drift from my subject in order to express my desire and some conclusions. I have in mind the object of inspiring more race men and women to avail themselves of European culture and educational facilities. I do not argue that European universities are better, but rather let us give Europeans the benefit of the doubt and thus help destroy the propaganda that we are not intelligent enough to travel abroad, and, to employ the much-used expression, that we are more than hewers of wood and drawers of water. I am truly an American and hate such injustice, but this injustice is continuing and we must combat such injustice with intelligence.

Many questions have been put to me concerning the race. Some, very logical, and others, ridiculous. I must congratulate myself for having brought to Europe, works of Dean Miller, Dr. DuBois, Dr. Just, Dr. Woodson's History, J. W. Johnson and works of other educators and professional men. Oh! yes, said one distinguished lady to me, I know all about Dr. B. T. Washington and his works, but are there no other distinguished men of color in the States? But, oh! said another, I thought you were an Algerian? An American general told me that the Negroes in the States were scared of the ocean, and did not have the intelligence to travel, save only as servants. My classmates from all sections of Europe and Northern Africa whispered when the professor referred to me as an American, but my! he does not look like the Americans who were studying here during the summer.

With my many faults I have, nevertheless, striven to show some degree of intelligence, have and shall continue to conduct myself in such a manner as to not be thought of as crude, loud, and haughty which is commonly thought of Americans in Europe. There is much here that race students can do to let students of the classroom see that we possess the same faculties as do our brothers of a lighter hue.

The question is very frequently put to me,—but why will you return to America? My reply is, that I suffer likewise away from the scene of action. I must return with greater vigor, greater determination, and more courage to help fight the cause. Any other course would be simply to admit that I was satisfied with conditions at home. The propaganda has been on and is yet on to keep men of color in the background. Howardites will not stay in the background. Let us with greater zeal, encourage the growth to realize that there is power in knowledge.

EDWARD W. BROWNE,

Class, 1921.

UNIVERSITY NOTES.

THE Free Lecture Course which has been in operation at the University during the current year has been largely appreciated and attended by faculty, students and those living in the community.

The impressive lecture of Professor Clement Wood on "The Negro—Survey and Forecast," delivered on March 13, was in keeping with the high standard set for this course of lectures. Mr. Wood sends the following letter to our Secretary-Treasurer:

CLEMENT WOOD,
Willard Avenue, Riverview Manor,
Hastings on Hudson, N. Y.
Telephone: Hastings 1003.

March 29, 1924.

Mr. Emmett J. Scott,
Secretary-Treasurer, Howard University,
Washington, D. C.

MY DEAR MR. SCOTT:

Let me thank you, no less for your enclosure of check, than for the fine words you say in your letter of the 20th.

On my whole tour, which reached from snow-locked Connecticut and icy Wisconsin, to the springier meads of Washington and lower Indiana, I found no more intelligent and appreciative audience than the one at Howard University.

I trust that you will want me on some future occasion; and shall be glad to speak on any of my listed topics, or on any other aspect of the Negro question that I am competent to handle.

Sincerely yours,

CLEMENT WOOD.

THE Twelfth Annual Meeting of the American Association of Collegiate Registrars was held in the Congress Hotel, Chicago, Ill., on April 2, 3 and 4, 1924. At this conference there were 136 institutions represented. With the exception of three located in Canada, these institutions represented thirty-seven states. There were ninety-seven male delegates and fifty-three female delegates to this convention.

The place of the office of registrar in the plan of administration of institutions of higher education was the underlying theme at this conference. Great stress was placed upon the value of conducting psychological tests for entering students as a part of the entrance requirements. It was also urged that the institutions of higher education develop some scheme that would decrease the large percentage of failure among freshmen students. The results of the tests as a part of the admission requirements, would enable the registrar to determine more accurately the eligibility of each applicant and thereby eliminate those not properly prepared, although recommended for admission by the principal of the secondary school.

It was gratifying to note that the scheme of admission as obtains at Howard University compared very favorably with the schemes of other large institutions throughout the country. This was not only true, relative to the admission of students, but also in regard to other rules concerning scholarship, the method of handling records, probation and registration.

Dr. James Weldon Johnson Lectures.

THE third lecture in the Free Course of Lectures for the current academic year was given by Dr. James Weldon Johnson, on Wednesday, April 10, to a capacity

audience of students and faculty. The subject of the lecture was "American Negro Poetry." The speaker traced the development of Negro poetical effort from Phyllis Wheatley down to the present time, dividing the range of Negro poetry into three periods: the early, the middle, and the modern period. After this he mentioned the outstanding Negro poets in each period and read characteristic specimens of each one of these poets. He carefully analyzed the dominant note in the three periods, always emphasizing any trace of race consciousness found in the Negro poets. Finally he read several of his own poems and explained to the audience his own methods in dealing with race problems in poetry. The prolonged and enthusiastic applause at the close of the address attested to the unstinted approval of the audience.

Distinguished Belgian Scientist Lectures at Howard.

PROFESSOR JEAN MASSART, Director de l'Institut Botanique Léo Errera et Professeur a l'Universite libre de Bruxell, delivered a very instructive and deeply stimulating lecture on March 17, to faculty and students of the University, giving results of investigations carried on by himself and his students, as to the "Climate and Vegetation of Brazil."

The illustrations, by means of graphs and lantern projections, together with the speaker's eloquence and masterly treatment of his subject, made the lecture noteworthy.

Probably no scientist since the visit several years ago, of the eminent Dutch Physical Chemist, J. H. van 't Hoff, has made a more lasting impression upon our student body.

Professor Massart is not only the author of many works upon botanical subjects, but he has given much time to the civic development of his native country, and was looked upon as one of Belgium's strong men during the late war.

He is in this country giving scientific lectures at various universities under the Commission for Relief in Belgium Educational Foundation.

T. W. T.

Dr. Just to Represent Howard University at Annual Meeting of British Association for Advancement of Science.

DR. ERNEST E. JUST, head of the Department of Zoölogy, has been named by the Trustees to represent Howard University at the annual meeting of the British Association for the Advancement of Science, to be held in Toronto, Canada, August 6-13, inclusive. The meetings of this organization, though usually held in the British Isles, must always be held somewhere in the British dominions.

SCHOOL OF MEDICINE.

The College of Pharmacy was visited by a committee from the American Conference of Pharmaceutical Faculties recently, and, among other things, they stated that the laboratory space and facilities for teaching in this department were entirely inadequate in proportion to the number of students we were trying to accommodate. This only emphasizes our urgent plea for additional buildings and equipment for the departments of medicine, dentistry and pharmacy.

I hope that all alumni and friends who made pledges to our Medical Endowment Fund and who have not as yet paid these pledges will do so, as the sooner these

pledges are paid the sooner will we be able to increase our teaching force and give to our students what they should have. I might add here that if there are any interested friends who did not avail themselves of the opportunity to contribute to this worthy cause during our endowment campaign that it is not too late for them to contribute now. We are anxious to have and really need a much larger endowment than we have at present.

Dr. Karpman, clinical professor of psychiatry, has recently returned from Europe, where he attended several psychiatric clinics, and has resumed his work in the Medical College.

The annual lecture to our senior dental students, arranged by the Interstate Dental Association, will be given this year on April 28th by Dr. E. R. Dudley, of Norfolk, Va. This association arranges for some representative dentist to lecture each year to the senior dental students of Howard and Meharry.

Dr. Peter M. Murray, '14M, paid us a short visit on March 29th.

EDWARD A. BALLOCH, *Dean.*

SCHOOL OF RELIGION.

THE work of organization for the endowment and building campaign for the benefit of the School of Religion is progressing rapidly. Before this issue of THE RECORD is in the hands of its readers, the solicitation of subscriptions will have begun.

At a meeting held on April 7 and attended by nearly all of the deans and class presidents of all of the schools in the University, hearty and unanimous support was given to the School of Religion campaign and those present pledged themselves to work for its success.

Major O. J. W. Scott, U. S. A. Chaplain, retired, now an instructor in the School of Religion, gave a most interesting lecture to the students on his experiences in the Hawaiian Islands and the Philippines. The lecture was illustrated by lantern slides, many of the pictures having been taken by Major Scott himself.

Mr. W. A. Johnson, '25, represented the School of Religion of Howard University at the conference of theological students recently held at Crozer Seminary. This conference was well attended and roused great interest. The "Youth Movement" is something that must be reckoned with.

Rev. Raynes H. Stennett, '14, has been reappointed director of religious education for the Baltimore M. E. Conference.

"Howard Night," the annual rally of the local theological alumni, will be observed on Monday, April 28. Most interesting reports from the local campaign for endowment are to be given at that time.

President Durkee, Dean Pratt and Dr. S. N. Brown have made trips to some of the larger Eastern cities recently and have succeeded in enlisting the interest and service of many prominent men, who have promised to assist in the endowment campaign.

D. B. P.

SCHOOL OF LAW.

Increasing knowledge and admiration on the part of a large number of people of our accomplishments to date and our plans for the future has been the outstanding feature of the past month. Among those referred to are folks of worth and importance who are frank to admit they had no idea that our scheme was as pretentious as it is; and, it may be noted in passing, some of the state bar examining boards are not the least important of those included.

Mr. Justice Wilson.

The Moot Court, which always pokes out, took on aspects of increasing importance on March 28th, which was signalized as usual by the presence of both delightful and delighted visitors. On the bench as associate justice was John H. Wilson, Esq., '07, of the District of Columbia bar.

The case involved an unusual question of the law relating to larceny, and was tried by a jury. Charles W. Brooks and Eugene L. C. Davidson represented the State, while the defense was ably handled by Omega J. C. Ware and James B. Ward. At the close of a set-to in which every inch of the ground was bitterly contested by both sides, and which kept Court Reporter Woolsey W. Hall and Presiding Justice Houston busy noting and passing on exceptions, Mr. Justice Wilson delivered the charge to the jury, which went out and disagreed. Defendant remanded, pending retrial of the issue. Who threw a monkey wrench into the jury box deponent saith not, but everybody agreed that old man Brooks really walked about in his address to that jury. Prominent among the visitors to the court at this session were noticed Mr. and Mrs. Jesse Blair Webster, of Brooklyn, N. Y., who were introduced by the court reporter and Mrs. Hall, who was present, as was also Counsellor Isaiah Lisemby, of the District of Columbia bar.

Alma Mater's Boys.

On March 25th came Charles E. Lane, Jr., '16, who claims to be the manager of the largest and most palatial theatre to be found anywhere receiving the bulk of its patronage from those of our group. Whether the Lincoln is what Charlie Lane says it is, folks need not quarrel, since everybody goes there. Being his first visit to Fifth street since the new order came in, C. E. went through from cellar to garret and left admitting that the School of Law was to legal education what he says his theatre is to histrionic art.

Linwood G. Koger, Esq., '22, of the Baltimore bar, came in on March 31st and laid down the greetings of the boys in the Monumental City. Same Linwood, same noise, same line of "material" he used to (try to) put over on "the chair" back in 1921-22; no change at all. Meanwhile, who of those who really know the splendid fellow would want him to change?

George Francis Williams, '88, called on April 3rd just for spite, and to let us know he still claims the right. (How's that for po'try?) Incidentally, Professor Williams, for that's who he was for twenty-seven of the Law School's best years, declared that the old pile looked more and more inviting every time he came.

On April 4th came Richard W. Tompkins, '22, by letter from Tuskegee, Ala. Besides being a member of two or three bars, Dick Thompson wasn't satisfied to go down in "Bam" and draw a fat salary as a member of the staff of the great hospital, but he had to gumshoe his way into an editorship. So now it's Editor Tompkins of *The Veterans Herald*.

Emory B. Smith, '19, the wizard of many professions, eased away some weeks ago from the desk where he functions as Field and Alumni Secretary and before anybody could realize what he was about he had planted himself before the justices of the District of Columbia Court of Appeals, who, far from resenting his presence, sat back charmed at the mellifluous tones which E. B. so well knows how to produce. He was arguing a five-thousand-dollar insurance case. When it was over, all wished the legal Orpheus would play some more, but he refused. His refusal did no harm, however, for on Monday, April 7th, the same court handed down a decision reversing the lower court, which was against Mr. Smith's client.

George I. Butts, '21, did not call and he did not write, but he phoned in to Miss Cooper from Union Station, where he had stopped for a minute en route from

Charleston, W. Va., to a point in the South. We were delighted to hear again the voice of Counsellor Butts, even if we couldn't see him. Maybe on his way back he will give us the pleasure of a hand-shake.

Res Ipsa Loquitur.

"Bar Examining Committee, State of Connecticut,

"March 13, 1924.

"Mr. James C. Waters, Jr., Secretary,

"Howard University,

"Washington, D. C.

"Dear Sir:—Replying, to your letter of February 23rd, I find that the School of Law of Howard University has been recognized as an approved law school by this committee.

"I enclose rule book.

"Yours very truly,

"WM. B. BOARDMAN, *Secretary.*"

Personally and by Letter.

April 1st did itself proud by being about as villainous on its weather side as a day might reasonably be. It rained, snowed, sleeted, "thundered and lightnined" to its heart's content, but on its social side it more than made good by bringing us a Texan, a Bostonian and a Washingtonian—all of 'em genuinely worth while.

Mr. Edward Woods, merchant and landowner, of Temple, Texas, registered the good will of the Lone Star State. En route via Chicago to New York on a mission of business, Mr. Woods decided to treat himself to a glimpse of the capital of the nation and incidentally to pay a visit to his son, James O. Woods, of the Junior Class. Mr. Woods congratulated the University on its graduates who have done so well in Texas, and gave a large share of the credit in this behalf to the School of Law.

Mr. William Robin checked in from "Down East," accompanied by Mr. Albert Farley and Professor Wm. L. Houston. Why they took a chance on Houston nobody knows, but he was with 'em. Mr. Robin, who is a court reporter, with offices on Washington street, Boston, has achieved prominence and success in his native heath as reporter of some of the most celebrated cases heard in the State and Federal courts of New England. Mr. Robin expressed great delight at what he saw and heard at No. 420.

Mr. Albert Farley, of this city, is in a class by himself. For a generation he has stood at the entrance to the records which tell the story of judicial process in this District from its origin to the present hour. As custodian of the records of the Supreme Court of the District of Columbia, Albert Farley is personally acquainted with every judge and every lawyer in the District of Columbia, and he enjoys the confidence and respect of them all; and well may it be so, for many a time, without the help of Albert Farley, they would be woefully out of luck in their searches.

The Lanes, of Heidelberg, Germany, specially, and Baltimore, Md., generally, gave distinction to April's 2nd day. Russell A. Lane and his charming wife were called home by the sad news of the passing of Mr. Lane's mother. They looked the picture of health, however, had loads of interesting things to tell about Germany and Germans, and to show that they were not tight-wads, handed out a few tokens in the form of 1,000,000 each to Miss Cooper, Prof. Cobb and The Chair. The fact that the millions consisted of marks worth about 5 cents a pound in American money is quite beside the—shall we say mark?

George W. Hall, chief engineer of U. S. Veterans Hospital No. 91, sends a jolly letter from Tuskegee and sends greetings to all.

The New Library.

Last but not least comes the pleasure of recording the receipt of four volumes of Kent's Commentaries, 12th ed., the gift of Henry E. Baker, '83.

Mr. Baker is an examiner in the United States Patent Office. His forte is structural iron and bridge work, as to which his expertness makes him a wizard to be reckoned with. Mr. Baker, who graduated in the same class with Professor Richards, has promised to pay us a visit at an early date and give the boys a talk on patent law. To this event we shall all look forward.

JAMES C. WATERS, JR.

UNDERGRADUATE LIFE.

Frank Goodall Harrison in Voice Recital.

ON Friday evening, April 11th, Frank Goodall Harrison, of the class of 1922, Conservatory of Music, was heard in a recital in Rankin Memorial Chapel.

Mr. Harrison possesses a baritone voice of excellent quality, and a large number of students and friends were present to welcome him on his return to his Alma Mater.

His program included songs from the German and French, as well as the works of contemporaneous composers. Particularly pleasing was Burleigh's "My Lord, What a Morning," and Nathaniel Dett's "Follow Me." The final number was "True Is All Iago Tells Us," from Coleridge-Taylor's "Hiawatha."

Miss Goldie Guy proved a very sympathetic and pleasing accompanist.

Student Recital of the Conservatory of Music.

The following program was rendered by students of the Conservatory of Music at the regular chapel hour, March 26th:

Chant D'Amour	<i>Stojowski</i>
	Miss Waters.
Moonlight	<i>Debussy</i>
	Miss Ruffin.
Nothing Matters	<i>Manna-Zucca</i>
Have You Ever Been to Lons.....	<i>Burleigh</i>
	Mr. Benjamin J. Ragsdale.
Harlequin's Serenade	<i>Schutt</i>
Prelude	<i>Schutt</i>
	Miss Bullock.

Cap and Gown Day at Howard.

AMONG the traditions of Howard is "Cap and Gown Day," which is always observed the day following "Frivolity Day." This occasion marks the beginning of those last few weeks for Seniors, into which are crowded many of the most enjoyable events of the entire college career.

When the chapel door opened on Tuesday, April 8, 1924, the recently frivolous ones, now robed in academic attire, came slowly down the aisles to the sad, sweet strains of the "March of the Graduates." They were led by Messrs. Decasseras and Cummings, representatives from the Junior Class. Dr. Durkee delivered the address of the morning. With difficulty the listeners checked their tears as the voices of all united with the Seniors in singing the "Alma Mater." The audience

remained standing, reverently, while the Seniors passed out. As they went, we thought sorrowfully that this is the beginning of that endless march which puts fathomless gulfs between schoolday friends.

Frivolity Day.

ON Monday, April 7, 1924, the dignified Seniors forsook all classes for a day of frivolous enjoyment. About 11 o'clock the campus was dotted with the gaily colored dress which the Senior "little girl" wore. Scattered through the crowd were persons wearing costumes of the nations. The men were attired in varied garbs. Many little boys were spied among the group.

The weeping and wailing of a procession of sad mourners, who came slowly down the long walk, drew a crowd of eager spectators. This was the funeral procession on its way to inter all old books and unpleasant momeories acquired during the four years.

At 6:30 P. M., in the chapel, the Senior Class gathered for a session in an "old-fashioned school." Miss Minie Carwin very cleverly depicted a real schoolma'am. Many humorous speeches and light songs composed the program for the evening.

After the school session was over the class went to the gymnasium, where they ended their day of fun with a dance.

THE HOWARD PLAYERS.

The three one-act plays, "Wurzel Flummery," by A. A. Milne, "Will o' the Wisp," by Doris Halman, and "Mortgaged," by Willis Richardson, were very successfully presented in Rankin Memorial Chapel on Saturday, March 29, 1924, to a large audience.

The characters in the plays were excellently portrayed by the following persons:

In "Wurzel Flummery": *Robert Crawshaw*, James Cobb; *Margaret* (his wife), Marcella Dumas; *Viola* (his daughter), Roberta Dabney; *Richard Meriton*, Edward Lovett; *Dennis Clifton*, Joseph Stanley; *The Maid*, Ruth Williams.

In "Will o' the Wisp": *The Stray*, Edna Hoffman; *The Country Woman*, Anita Turpeau; *The Poet's Wife*, LaVerne Gregory; *The Serving Maid*, Edmonia White.

In "Mortgaged": *Muriel Fields*, Minnie Carwin; *Leon* (her brother), Robert Watson; *Thomas Fields* (their father), Mervin Coy; *Mary Fields* (their mother), Edythe Taylor; *John Fields* (their uncle), Theodore Spaulding, Virgil Carson.

The play, "Matinata," by Lawrence Langner, was given at the Dunbar High School on Monday, April 21st, in conjunction with a concert by the Student Orchestra of the University. The cast in this play was as follows: *Pierrot*, Melvin Greene; *Pierrette*, Martha Jones; *Harlequin*, Joseph Stanley.

"The Exile," by Professor E. C. Williams, will probably be given in Baltimore, May 2, with a presentation in Chapel later.

The Players of the West Virginia Institute, with Sterling Brown, Jr., as director, will appear in Washington this month under the auspices of the Howard Players.
H. V. S.

Final Examinations.

COLLEGES, though institutions for learning, will themselves always be in the

process of learning. Perhaps, because they are institutions for learning, they find it much more difficult to learn some things than their students do. Colleges, or universities, find it very difficult indeed to break down cherished precedents. And this is the light in which students are yearly coming to regard final examinations. These examinations held at the end of each quarter or semester are the greatest "joy-killers" of college life. At the end of each term every student, whether his work has been of an "A" or "D" grade, must take one of these examinations. The students cannot see the necessity of final "exams." The faculty probably would offer as its principal argument some such statement as this: "Final examinations are a test of whether or not a student has thoroughly completed and assimilated his quarter's work." There is, in this, as in most expressions, an element of truth, but are final examinations a *true* test of this statement?

Some professors grade a student entirely upon his final examination and his attendance. It does not take a student long "to become wise" to ways of a teacher, and it does not take a student long "to put his friends wise" to these ways. As a result, "good crammers" can in many subjects pass an "A" examination upon two or three nights' studying. On the other hand, very often, a student who has done faithful and high-grade work throughout a course and who has not a mind of the "crammer" type, has to review volumes to keep from damaging the record he has made up to that point. This "test" seems to imply to the faithful student that he had not well kept his trust. Furthermore, most students know little more about the work a few days or weeks after they have the examination than they knew at first. The state of the nerves and energy at the end of a quarter, combined with the intensity with which one must study to successfully pass three or more examinations, rob the mind of the power of retaining. Students, upon coming out of examinations, have been heard to say: "For the life of me, I couldn't pass that same examination tomorrow." Numerous arguments could be given to show how illogical final examinations are. Here is one point by which educators are especially fond of answering that very frequent question of the illiterate: "What good does your education do you when you soon forget most of what you've learned?" The educator probably would say: "Students do not spend fourteen, sixteen or more years in study for the purpose of getting bare facts, but for the cultural value of such study." If a student, then, has received the full cultural value from a course, why base his quarter's grade upon a few facts he has memorized? If he has received no cultural value from the course, "why" just the same?

Students can sympathize with the reluctance of universities in parting with this little pet precedent; nevertheless, they are eagerly awaiting the time when final "exams" will be a means of doubtful students passing the course, and a thing of the past for students who have done faithful, satisfactory work.

M. C. H.

Ramblings in the Realms of Athletics.

ACCORDING to Grandland Rice, when it comes to a combination of mass athletics and class athletics drawn together in one brilliant sporting festival, Pennsylvania's Relay Carnival has no competition that is even close. George Orton announced that the entry list included more than 500 colleges and schools, with something over 4,000 starters, gathered from the four corners of the earth. Draw upon your imagination until it takes in an entry of approximately 5,000 competitors! This is almost half as many athletes as there were paid customers at the last Howard-Lincoln football classic. The Penn Relays is a gigantic festival. By the time this reaches you, the world will know how important a role Howard played in it. If not, brand the writer a poor prophet.

After being forced indoors by a typical New England blizzard, the baseball squad,



Dr. Edward Morrison, Napoleon of the gridiron, whose
"return from Elba" presages victory for the Bison
in the forthcoming Thanksgiving Day Classic

headed by S. Higgins and coached by Professor John Burr, of Springfield College, took the diamond a few days before the Storer game and inaugurated the season with a 7 to 4 victory over the boys from the place made famous by John Brown.

The first few games of the season have been elimination contests. The regular nine which will bear the brunt of the season's attack will hardly be known until the team returns home from the Southern trip. However, the open competition for places has already resulted in keen competition for every position on the team. No longer do "old-timers" lay claim to positions by right of priority. "The best man for the position" is the slogan. It is easy to predict that this policy will result in a better team and a higher percentage of victories. Players who took part in the first game include:

<i>Howard</i>		<i>Storer.</i>
N. Robinson.....	C.....	Bruner
Downing	P.....	Arlington
G. B. Robinson.....	1B.....	Bowine
Monroe	2B.....	Tuck
Townsend	3B.....	Mackey
Cardwell	S. S.....	Mitchell
Reid	L. F.....	Murray
Baylor	R. F.....	Weaver
Doneghy	C. F.....	Toodle

Substitutes—Howard, Higgins for Robinson; Wilson for Downing.

The list of celebrities who have intimated their intentions of competing in the fifth annual intercollegiate meet at Howard on May 10 read like the pages of "Who's Who." They include "Ned" Gourdin, Harvard, holder of the world's record in the running broad jump; Charles West, Washington and Jefferson, intercollegiate Pentathlon champion; Sandy Evans, Amherst, Canadian half-mile champion; Willis Cumming, former University of Pennsylvania distance runner and intercollegiate cross-country champion; "Jazz" Byrd, Lincoln, C. I. A. A. dash, high jump and broad jump champion; "Suds" Sedgwick, Wilberforce University, Western pole vault and javeline champion; H. Hargrove, Hampton Institute, C. I. A. A. javelin champion. The newly reorganized "H" Club will tender a reception to the visiting athletes in the Home Economics Building on the evening of May 10.

T. J. A.

OF GENERAL INTEREST.

Educational Notes—From Educational Review, April, 1924.

A radio university is a possibility of the future. The rapid growth of university extension courses and correspondence courses makes it logical to assume that the next step in extending educational opportunities will be through courses given by radio. An experiment along this line at Columbia University is meeting with success.

The report of Director James C. Egbert, of University Extension of Columbia University, shows that from 6,213, in 1919 the number of students increased to 12,096 in 1923. Of the latter number, 3,244 were enrolled in extramural courses given in twenty-eight cities as far afield as Washington, D. C., and Fall River, Mass.

A comparison of the salaries of college professors throughout the country with the wages of union labor has been made by the Institute of Public Service. While there has been a general increase in the incomes of college professors, and, in a few cases, universities, notably Columbia, Yale, and Michigan, have been able to

increase the salaries of full professors to as much as \$10,000 a year, the general average of salaries is still below that of union labor. Only about one-half of three hundred colleges reporting pay their full professors \$3,000 or more, and eighteen colleges pay their full professors less than \$2,000, even though to reach this rank means that a man must have spent years in training. The salaries of instructors are still less, the highest pay in any college being \$3,500, that in sixty-one colleges being but \$1,500, while eight pay less than \$1,000. This is less than the salaries of elementary teachers in the large cities, and is often less than that paid the janitors of the buildings in which the instructors teach.

A victory for the classicists has been won in France, where the Chamber of Deputies voted to restore the requirement of Latin and Greek in the secondary schools. Four years of Latin and two years of Greek are obligatory upon all students. It is claimed that this success of the conservative over the modern tendency among French scholars is due to the influence of the French Academy.

The Reading Habit.

That "a young man should read five hours a day and so acquire a great deal of knowledge" is a recommendation with which those acquainted with Boswell's "Life of Johnson" are familiar, but which, however it may have been followed in the time of the great literary dictator himself, would seem to be sadly neglected in this our modern era. It is to be feared that the prevalence of the spirit of "getting by" with the minimum amount of effort has given but too much reason for the complaint of Prof. Van Dyke, of Princeton, that the college man of today has practically no background of general reading.

With the incessant pressure of class periods and the constant temptation to allow all his leisure time to be engrossed with various amusements, the college man has, perhaps, some excuse for his neglect of literature, but those in authority over him, who fail to take the stand taken recently by one of our discriminating advertisers in pointing out that books are the foundation of culture, the source of lasting pleasure and the open sesame of modern success, are not only guilty of a grave dereliction of duty, so far as the principles of sound pedagogy are concerned, but are also, negatively, it is true, but in effect, robbing young manhood of one of its greatest joys and preparing it, in many cases, for a lonely, friendless and grumpy old age.

It has been alleged, and doubtless with some truth, that the members of modern college teaching staffs are not themselves well-read men, and are therefore not qualified by experience to impress on the students the necessity of cultivating the reading habit. If 'tis true, 'tis pity. Here in the District, however, it is common knowledge that there are college professors of broad culture, who, in season and out of season, keep urging on their youthful charges that a liberal education is not complete unless it embraces an extensive acquaintance with the world's best literature. Their admonitions, backed by their own practice, have borne and are bearing good fruit, and the young men of today who take their advice will in no distant future rise up and call these guides, philosophers and friends blessed. Some of the seed thus sown will no doubt fall on barren soil and fail to yield a harvest, but the sower can at least console himself by reflecting, with Portius, that

"'Tis not in mortals to command success,

But we'll do more, Sempronius: we'll deserve it."

The Washington Post, April 8, 1924.

Fellowships of the National Urban League—Opportunity for Young Colored Men and Women to Get Training in Social Service.

In order that able young men and women who wish to make social service a life work may have opportunity to fit themselves for such work, the National Urban

League provides fellowships as follows:

Fellowships at a minimum of \$50.00 per month for eight months, from about October 1st to about June 1st, being part of necessary living expenses.

Successful applicants will be assigned at the discretion of the Educational Committee to one of the following schools:

The New York School of Social Work, 105 East 22nd Street, New York City.

The Chicago University School of Social Administration, Chicago, Ill.

The Simmons College School of Social Work, 18 Somerset Street, Boston, Mass.

The Pennsylvania School for Social Service, 1302 Pine Street, Philadelphia, Pa.

Carnegie School of Technology, Pittsburgh, Pa.

University of Pittsburgh.

These fellowships are open to those who have made a definite decision to engage in social work of some form approved by the executive board of the league. Such work includes secretaryships of betterment organizations, recreation and playground supervisors, superintendents of charitable institutions, probation officers and similar service.

Urban League "Fellows" obtain their practical experience with local family case work organizations and with local Urban League branches or affiliated organizations of the city to which they may be assigned for study and training.

Persons who make application for these fellowships will be required to pass a preliminary examination. The examination will be of a general nature and designed to test the applicant's general education and knowledge. It will be based upon entrance examinations given in past years by the New York School of Social Work. English and composition will be carefully considered in making examination papers.

Candidates who have kept up with current history and have studied appropriate courses in Economics, Politics, Sociology, Psychology or Biology ought to pass such an examination successfully.

To be eligible a candidate must

(1) Present a doctor's certificate of sound health.

(2) Declare his or her intention to engage in some form of social work.

(3) Have completed a course in a college of good standing or offer the equivalent of such a course.

In choosing successful candidates the league will take into account the applicant's (1) previous school work, (2) general personality, (3) capacity for executive duties and for leadership, (4) general intelligence on current affairs, (5) ability, knowledge of, and fondness for outdoor sports and recreation.

Applications for fellowships must be received on or before April 15th of each year.

The league reserves the right to reject any or all applicants.

Candidates who are selected should be ready to report on or before September 15th.

No payment will be made on a fellowship unless the candidate is successful in meeting the entrance requirements of the school to which he is assigned.

Persons interested should write for application blanks to the National Urban League, 127 East 23rd Street, New York City.

Urban League Offers Fellowships—Training for Social Work Available to Successful Candidates.

March 22, 1924.

The National Urban League announces its annual fellowships for social service study beginning in September at the New York School of Social Work, the Chicago University School of Social Administration, the Simmons College School of Social Work, Boston, Mass.; the Pennsylvania School for Social Service, Philadelphia, Pa.; the Carnegie School of Technology, Pittsburgh, Pa., and the University of Pittsburgh.

These fellowships, which pay a minimum of \$50 per month in addition to free tuition at the above mentioned schools, are open to applicants equipped with college training or its equivalent. Examinations of applicants are given to test the student's general knowledge of economic subjects and their acquaintance with social problems that are being faced throughout the world today. The applicants are graded according to the results of their examinations, their general personality, their general health and their promise for lives of usefulness. One of the fellowships awarded—the Ella Sachs Plotz Memorial Fellowship—was created through a fund of more than ten thousand dollars donated by the friends of the late Ella Sachs Plotz, a member of the executive board of the National Urban League, who died two years ago in France.

Former "Fellows" of the league are now engaged as probation officers, Urban League executives, family case workers, Y. W. C. A. secretaries and visiting teachers.

Persons interested should communicate with Eugene Kinckle Jones, Executive Secretary of the National Urban League, 127 East 23rd Street, New York City, before April 15th, shortly after which date the examinations will be given.

College Students to Conduct Summer Colony at Woodstock, New York.

STUDENTS at Bryn Mawr, Dartmouth, Yale, Swarthmore and Northwestern will cooperate next summer in maintaining an Intercollegiate Camp at Woodstock, New York, July 1st to September 17th. These students have assumed joint management of the camp with a committee of the National Student Forum, which organized the enterprise last summer. One hundred and fifty students from colleges, universities and labor schools are expected to visit the camp during the summer. Twenty-five scholarships are available to pay the expenses of labor delegates.

The camp will give students the opportunity to meet some of the leaders of American thought, not only in lectures and discussion, but in the frank and free comradeship of the open air. A number of educators, church men, business men, labor leaders and social workers will visit the camp during the summer. Among those who are already expected are Dr. Stephen P. Duggan, director, Institute of International Education; Rev. John Haynes Holmes, Community Church, New York; Professor William Heard Kilpatrick, department of philosophy of education, Teachers' College; Professor William Fielding Ogburn, department of economics and sociology, Barnard College, and Rabbi Stephen S. Wise, Free Synagogue, New York.

There will be five conference periods of two weeks each, beginning July 1st, during each of which the camp committee will be limited to forty students. Each conference will consider, with individual differences, international, industrial, racial and educational questions. The camp will be equipped with a small theatre and workshop in which students may on occasion present one-act plays.

Woodstock, N. Y., is in the Catskill Mountains, 14 miles from Kingston. In addition to offering hiking, swimming and possibly tennis, it is a community which affords unusual artistic and musical advantages. Owing to the limited accommodations of the camp, delegates from any one college will number from four to eight. Colleges desiring to send delegates should apply immediately for quotas to the National Student Forum, 2929 Broadway, New York City, recommending at the time of application a local student agency which will elect or appoint delegates. Students may register from April 1st to May 1st, but only the first 150 registrations can be accepted.

Any registered student-delegate may justifiably feel that he or she has real prerogatives in determining the activities, interests and opportunities of the particular conference concerned. Criticisms and suggestions regarding program, preferences as

to speakers and plays forwarded to the organizing student committee will receive careful consideration and will be followed so far as possible with reference to the conference desired.

One of the most interesting features of the camp is that it will gradually come into the control of the students who visit it. The most expert advisors are helping to draft the plans for making Woodstock a co-operative enterprise, with shares in the hands of the organizations represented there this summer. This will be the first enterprise of the kind in America.

Fuller information can be secured from the National Student Forum, 2929 Broadway, New York.

Room 6, 118 Mt. Vernon Street, Boston, Mass.

The Gloucester School of the Little Theatre is offering a prize of ten dollars, a free scholarship and a production in the Gloucester Little Theatre for the best one-act play of the sea written by an undergraduate of an American school or college. The judges for the competition are: Mrs. Florence Evans, director of the Boston School of Public Speaking; Miss Florence Cunningham, of the Vieux Colombier; Robert Hillyer, president of the New England Poetry Society; and Colin Campbell Clements, author of *Plays for a Folding Theatre*, whose own play of the sea, *Moon Tide*, is said to be one of the best short plays written by any American.

All plays for the competition must reach Miss Cunningham, 112 Charles Street, Boston, by June 15, 1924.



COUNTERWEIGHTS.

Not Necessary.

Freshman Stude: "Here, waiter, bring me a spoon for my coffee."

Waiter: "Sorry, sir, but we don't serve them—the music here is so stirring."

Better Late Than Never.

Maid: "Please, mum, may I pop over to the top shop and get a skipping rope?"

Mistress: "Whatever do you want a skipping rope for?"

Maid: "I've just taken my medicine and forgot to shake the bottle."

Kind Hearted.

Marie: "Mother, would you give me a nickel for a man that is crying in the street?"

Mother: "Why, certainly. How thoughtful of you to want to help him! What's the matter with the poor fellow?"

Marie: "Oh, he's out there crying 'Pop corn and peanuts, 5 cents!'"

No Feelings Hurt.

"Mom, that giraffe looks like pop."

"Willie, aren't you ashamed?"

"Aw, mom, the giraffe didn't hear me."

Fifty-Fifty.

Beggar: "Please give a poor old blind man a dime."

Lady: "Why, you can see out of one eye!"

Beggar: "Well, then, give me a nickel."

As Bad as That?

Old Lady: "I hear you've got a new baby at your house, Mr. James."

Mr. James (who lives three streets away): "Good heavens! Can you hear it from here?"

When Love Is Absent.

He: "What do you say to a honeymoon in Europe?"

She: "But, dearest, you know how afraid I am of seasickness."

He: "Yes, but you ought to know that love is the best remedy for that."

She: "Perhaps—but think of the return trip!"

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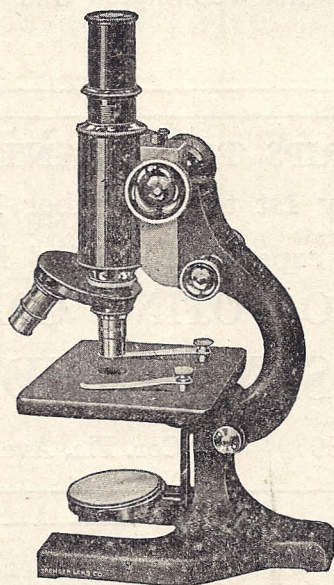
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